DOCUMENT RESUME

ED 357 243 CE 063 653

TITLE	National Workplace Literacy Project Performance Report. March 1, 1991 - December 31, 1992.
INSTITUTION	Push Literacy Action Now, Inc., Washington, DC.
SPONS AGENCY	Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE	31 Dec 92
CONTRACT	V198A10064
NOTE	112p.
PUB TYPE	Reports - Descriptive (141) -- Tests/Evaluation Instruments (160)
EDRS PRICE	MF01/PC05 Plus Postage.
DESCRIPTORS	Adult Basic Education; *Adult Literacy; Adult Programs; *Hospital Personnel; *Literacy Education; On the Job Training; *Outcomes of Education; *Program Development; Program Effectiveness; Student Recruitment
IDENTIFIERS	*Workplace Literacy

ABSTRACT

PLAN, Inc., a nonprofit, community-based literacy training program, conducted a workplace literacy training program in partnership with the Washington (D.C.) Hospital Center (WHC). During an 18-month period, the program provided workplace literacy training and career development skills to employees in several service departments and nonprofessional job categories throughout the hospital center. As part of the project, PLAN conducted a job task analysis and literacy audit at WHC to determine the actual literacy skills needed to perform workplace tasks. This information was used to design the overall training program. The literacy skills and career development curriculum and instructional materials were based on the results of the analysis and audit. Prospective participants were recruited and then evaluated and placed using criterion-referenced tests that relate to instructional and performance objectives; test items were based on actual and simulated job materials. Some problems developed with regard to the job analysis and literacy audit, but they did not preclude project staff from gathering enough information to produce instructional materials. The program provided literacy services to 103 employees (83 percent of the target number) and career development assistance to 156 persons (exceeding the goal of 150 workers). Outside evaluation of the project showed that the employees who received training improved not only their workplace literacy but also their productivity. (Samples of workplace recruitment materials, the participant survey instrument, and instructional materials are included in the report.) (KC)

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ED357243

PERFORMANCE REPORT

NATIONAL WORKPLACE LITERACY PROJECT
USDOE GRANT #V198A10064

March 1, 1991 — December 31, 1992

CE063653

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I. PURPOSE

PLAN, Inc., a non-profit, community-based literacy training program, was to conduct a workplace literacy training program in partnership with the locally-based Washington Hospital Center (WHC). Over an 18-month period, the program was to provide workplace literacy and career development skills to employees in several service departments and nonprofessional job categories throughout the hospital center.

For the purposes of the project, "workplace literacy training" was defined as the reading, computation, written and oral communication, and career development skills necessary to perform effectively in the workplace and meet the increased demands for technology, computerization, and automation. The project goal was to provide workplace literacy training to 125 employees, with career development services provided to an additional 150 workers.

To accomplish the purposes of the project, PLAN was to conduct a job tasks analysis and literacy audit at WHC to determine the actual literacy skills needed to perform workplace tasks. This information was to be used to design the overall training program. The literacy skills and career development curricula, and the instructional materials, would be based on the results of the analysis and audit. The recruitment component was to be carefully planned to maximize worker participation. Prospective participants would be evaluated and placed using criterion-referenced tests that relate to instructional and performance objectives, and with test items based on actual and simulated job materials. Both a literacy skills curriculum and a career development curriculum were to be developed. Instructional materials were to be developed from the actual inventory forms, menus, applications, job orders, etc. used on the job.

The project was to be evaluated on both formative and summative bases. The evaluation was to be conducted by an outside evaluator.

II. THE PROGRAM

The program description here follows the organization of our original proposal narrative, as requested by USDOE.

A. Objective 1: Identify Which Jobs and Workers Are To Be Included in the Project.

1. Activities

During the proposal-writing stage, the hospital training department formed an ad hoc committee of representatives from several hospital departments to help profile the workplace literacy needs of the hospital. The group identified three service departments — Environmental Services (housekeeping), Medical Textile Management (laundry), and Nutrition Services (cafeteria) — as initial target areas for the basic skills training program. It also was decided to target employees through two planned hospital programs: the Service Employee Pool, a comprehensive front-end employability program for newly hired workers, and the Career Development Center which would offer ongoing literacy and technical training for all hospital employees.

Initially, the heads of the three targeted service departments were quite specific about the skills that their workers needed:

- Housekeeping staff needed to be able to read chemical labels, calculate measurements, read and understand OSHA regulations, and write memos and chemical accident reports.

- Laundry workers needed to use basic accounting and recording skills, read safety instructions, and compute inventories.

- Cafeteria workers needed to read patient menus, fill trays accurately, and have the reading skills needed to adjust to ongoing changes in menu items and menu formats.

Other general needs identified by the ad hoc group included:

- Increasing the workplace reading, writing, and computing skills of entry-level workers, so that these workers could be easily transferred across jobs within the three service departments.

- Improving the communications skills of service workers who were increasingly needed

for teamwork activities.

- Addressing the literacy needs of workers who, as a result of new medical technologies, would need technical retraining.

During the project's start-up phase, the ad hoc committee along with additional participants reconvened for a project orientation and planning session. It was anticipated that an ongoing project advisory group would be formed at this meeting. However, this did not happen. By consensus, committee members decided that an advisory group would not be the most effective and efficient process through which to further identify the jobs and workers to be included in the project. Instead, the group decided to have project staff meet one-on-one with department heads to determine need. The group also preferred that issues such as assessment, training needs and options, curriculum content, assessment, and even scheduling be worked out between project staff and participants, and then presented to superiors for input and approval.

The group's recommendation not to form an advisory committee was underscored by one administrator, who suggested to project staff after the meeting that an advisory group within the context of this particular workplace would be a bureaucratic obstacle. These were "words of warning" from someone who was known to be very supportive of the project, and respected by project staff. Another top administrator who was to be a key decision maker throughout the project, not only gave the same warning but specifically *requested* that there not be an advisory group.

Consequently, with some hesitation but with no clear signs throughout the life of the project that this was necessarily a bad decision, project staff operated without a formal advisory committee. As it turns out, many of the most effective and resourceful informal advisors selected, recruited, and used by project staff were persons who would not likely have been selected as members of a formal advisory committee. Additionally, several members of the initial ad hoc group continued to be supportive, responsive, and resourceful when called upon to be so.

Also at the second meeting of the ad hoc committee, it was decided that the project should not target particular departments, jobs, or workers for training. Instead, the committee recommended that project participants be identified through general, hospital-wide recruitment efforts conducted by project staff. Thus, the first project objective, "to *identify* which jobs and workers *need* to be included in the project," was amended to "to *recruit* workers who *want* to be included in the project."

2. Problems

Three main problems materialized. Without a doubt, the number one problem at the initial stage of the project (and a problem in subsequent stages) was the resignation from the hospital of the staff person who was to serve as a half-time coordinator in the project. She had been the project's contact person up to this time, the hospital's "basic skills person," a person known to form and manage groups well, and the person who had formed the ad hoc committee. Perhaps if she had not resigned, or at least not announced it prior to the ad hoc committee meeting, the meeting would have taken a different turn.

With the departure of this key player, we lost the *proactive* involvement of any hospital staff. As a result, it would be less than honest to call this a partnership as "partnership" is defined in the various workplace literacy blueprints for success and by USDOE. Instead, what evolved from this point on might better be called a client-consultant relationship. We were given space, phones, badges, parking spaces, access to the photocopier, and access to workers. Then we were expected to "go to it." It was up to us to define the project and to work alone to accomplish it. We were given whatever we requested to accomplish our goals, but no more. There were advantages to this freedom, but had the project staff been less experienced it would have been a tremendous problem. As it was, the project's successes certainly could have been doubled or tripled if the workplace partner had been more actively committed.

The second problem was that between the proposal-writing stage and the start-up, there was a sudden turnabout by the heads of the three service departments that were to be targeted by the project. They did not want the stigma of being "singled out," which meant that the project did not have direct access to its primary target, the service workers, as a group.

Finally, the project never gained direct access to newly-hired, entry-level workers because the planned service employee workers' pool was never launched.

3. Recommendations

Although this project worked sufficiently well without a formal advisory committee, without proactive participation from any workplace staff, and without jobs and workers being targeted for training up front, as was intended and expected, this was not by choice and was not the *ideal.* Therefore we recommend — as do the best of the "blueprints for success" in developing workplace literacy projects — the use of an advisory committee, active participation in project management by workplace staff, and the upfront targeting of jobs and workers.

B. Objective 2: Analyze Jobs and Tasks to Determine Where the Need Is and What the Training Content Should Be.

1. Activities

A job task analysis and a literacy audit were conducted as workers registered for training. For each group of workers, or even one worker, from a particular department or job category that registered for training, project staff would follow these procedures:

- Conduct a worker intake; obtain workers' exact job titles, ask them to rate how much they need to read, write and do math in their job (never, almost never, sometimes, a lot) and then describe what they mean by the rating they chose; and ask workers to describe any difficulties they have in reading, writing and math. Finally, staff would request workers to collect samples of materials they need to use on the job and bring them to the second intake interview.

- Collect and review written job descriptions; compare institutional and departmental job descriptions. Delineate all literacy-related tasks.

- Conduct a second intake interview; discuss written job descriptions and document job/literacy tasks more thoroughly; review any job-related materials workers submitted.

- With worker's consent, visit with department head or supervisor; discuss particular worker's needs/goals, if appropriate; review the job description; discuss and document job/literacy tasks; tour the worksite to observe worker process/tasks; collect additional job-related materials.

- Validate results of the analysis and audit; discuss with workers and/or supervisors any apparent discrepancies in the analysis or audit; conduct classroom discussions, simulations, and instructional activities to validate analysis and audit, i.e., writing job descriptions, giving job task instructions orally or in writing, and role-playing work situations.

Early in the project, an employment-related task analysis and a literacy audit also were conducted. As part of this analysis and audit, staff:

- Attended a payroll processing session for new employees; observed employees filling out forms; discussed processing problems with the group leader; collected blank copies of the payroll documents.

- Interviewed workers in the hospital benefits office to determine where employees have the most difficulty reading and understanding their benefits, filling out forms, and computing benefits; collected copies of all information sheets and forms.

- Attended orientation sessions for new employees.

- Simulated submitting a request for a job transfer, applying for tuition assistance, and filing a grievance.

2. Problems

There were several problems associated with the job/task analysis phase.

In many cases, job descriptions did not provide much information regarding the literacy requirements of jobs.

At least half of the participants preferred that staff not meet with their supervisors. This meant that staff did not have management input into the task analyses and literacy audits of these workers' jobs.

Several workers needed assistance in studying for certification tests, yet there was little material to audit regarding the skills that the tests would be measuring.

What the literacy audits revealed about much of the job-related reading material is that it was not the reading *levels* of the materials that gave intermediate-level readers the most difficulty, but rather the *way* in which the materials were written or the information presented. This was especially true of many of the employment-related materials. Oftentimes, project staff rewrote these materials for instructional purposes.

There were frequent discrepancies between employer- and employee-reported literacy requirements for jobs. Most often, the discrepancy resulted from department heads and supervisors having an inflated sense of the literacy demands of the jobs. At the same time, there

were several workers who underestimated the literacy skills required to do a better job, pass a particular test, be promoted, or qualify for a job transfer.

Finally, department heads and supervisors favoring the traditional adult education training approach over the functional context approach were not very responsive to the project's need for job task analyses and literacy audits.

3. Recommendations

Although this project did not have the benefit of targeted job categories and worker groups through which structured job task analyses and literacy audits could be conducted. staff was nonetheless able to acquire enough information about the job-related literacy skills and collect enough workplace materials from which to design, develop, and implement functional context-based reading, writing and math training. In other words, appropriate and useful workplace literacy training can be provided even in instances where formal, upfront workplace literacy audits cannot be conducted.

C. Objective 3: Promote the Training Program and Recruit Trainees.

1. Activities

The following promotional activities were conducted:

- The hospital training department sent out a memorandum announcing the grant, describing the project, and inviting a selected group of 15 managers to a project orientation meeting.

- A two-hour orientation meeting was held to introduce 11 managers to the project. The meeting was conducted by a representative from the hospital training department and the project director. Topics covered included:
  - — Project overview.
  - — Project objectives and activities.
  - — Needs analysis.
  - — The functional context training approach.
  - — Getting from analysis to action.
  - — Implementing and evaluating the project.
  - — Partnership commitments and responsibilities.
  - — Discussion.

• A grant announcement appeared in Summer-Fall 1991 issue of *Training Works*, a training department newsletter.

• "The Workplace Literacy Problem," a three-page paper written by the project director, was mailed to administrators, department heads, managers, and supervisors. The paper provided a brief description of the "Symptoms" and "Rx" of the problem, suggestions for what hospital staff could do to support the project, and who and where to call for further information.

• A memorandum was sent out from the assistant administrator for human resources to vice presidents, assistant administrators, clinical chairmen, and department heads. The purpose of the memo was to officially announce endorsement of a 50/50 time-share for project participants, and to encourage support for the project.

• An article about the project appeared in the training department's *Training Works* newsletter. The article, "Workplace Education Program Changing Lives, Strengthening Careers," covered general information about the project and "liberating comments" from two project participants who were interviewed for the article.

• The project director conducted 11 promotional meetings during the three-month start-up phase, and the project coordinator conducted an additional 15 meetings during the fourth through sixth months of the project.

• Throughout the life of the project, staff informally but diligently "worked the halls" of the hospital to promote the program.

The following recruitment activities were conducted:

• The project coordinator made seven presentations to a total of 175 workers in five departments, and to 73 supervisors and floor managers in four other departments. In addition to a brief but thorough overview of the project, the main points covered in all presentations and intake interviews, and felt by project staff to be critical points in convincing workers that this project was designed especially for them, were as follows:

— The project was being conducted by outside consultants.

— Participation in the project, and especially all testing and training results, would

be kept confidential, unless the worker requested otherwise.

— Training would cover a range of skills and be tailored to their workplace literacy needs.

— In addition to training, project services also included a variety of literacy skills assessments, information and referral, and career counseling.

• Several easy-to-read graphic and colorful recruitment fliers written in English and Spanish were distributed as follows:

— Posted on all general hospital and departmental bulletin boards, with repeated postings in critical areas such as near elevators and time clocks and in the cafeteria.

— Hand-delivered to department heads and supervisors.

— Given to program participants to pass on to their co-workers.

— Distributed at all promotional and recruitment meetings and presentations.

— Mailed to the training department's distribution list.

• Information on the project was included in the fall and spring issues of the training department's program calendar booklet, *The Competitive Edge*. The project was described in the department's "Workplace Basics" listing of courses, and the project's primary recruitment flier was reproduced on the back cover of the booklet.

• The project director and coordinator made monthly rounds to several departments in order to network with supervisors and greet workers.

• Last but not least, many project participants recruited their co-workers into the program, without being formally requested to do so.

Based on the data collected, more than half of the participants reported the flier as being the way in which they found out about the training program. The remaining participants learned about the program through co-workers, recruitment presentations, promotional materials, and supervisors, in that order. This is not to suggest that conducting an intensive, ongoing distribution of the recruitment flier was the project's first-choice recruitment strategy. With limited opportunities to make presentations directly to workers, and with almost no referrals coming in from supervisors, recruiting through fliers and other print material ended up being the most effective promotional medium.

Based on the number of workers requesting service, the distribution of workers across departments and job categories, and the variety of project services requested and provided, the combination of promotion and recruitment strategies appears effective. Altogether, 259 workers across 34 different job categories and 11 departments requested services from the project, which was considered a satisfactory return for the recruitment efforts.

2. Problems

The term "workplace literacy program" may have presented a problem in recruiting trainees because of the negative connotations associated with the terms literacy/illiteracy. The term was used by project staff, but not carelessly; it was misused by workplace staff, but not deliberately; and in some instances, it may have been abused by superiors, intentionally. Yet it is a difficult term to avoid using when a project is operating under a national workplace "literacy" program, funded by a workplace "literacy" grant, to address what is frequently referred to as the nation's workplace "literacy" problem.

Project staff deliberately *did not* use the term in any of the recruitment materials or presentations to the workers. However, it was used by the education partner during meetings with workplace staff dating back as early as the proposal writing and program planning stages. Thus, embedded in the minds of many administrators, managers, and supervisors was not only the term "the workplace literacy program," but also the negatives it implies.

A second problem emerged over the issue of 50/50 release time for employees participating in the program. For several months of recruitment, the hospital had not developed a release time policy. Department heads ultimately were given *permission* to grant administrative leave to workers; they were not *required* to provide leave. The tardiness in issuing the policy, the weakness of it, and perhaps the fact that the decision was made by middle and not top management, did little to enhance recruitment efforts or increase the number of participants.

Finally, there was little return for all of the meetings conducted with department heads, managers and supervisors. Program information provided to department heads, managers, and supervisors was too often *not* passed down to workers. Informal but deliberate networking — whether at the copy machine, in the cafeteria, at social functions, or in the smoking areas — recruited more students, supporters, and resources, than did all of the formal meetings and presentations put together. This would not have been possible if the project director and coordinator had not been located on site.

3. Recommendations

If at all possible, education providers should avoid using the term "workplace literacy" outside of the education community. What is still a term in search of a definition — even for many educators — is simply jargon to most workplaces and training departments, and negatively infused jargon at that.

Preferably the release-time policy, whatever it is, should be negotiated at the time of the partnership agreement. Failing that, the policy should be decided upon prior to any promotional and recruitment activities.

A variety of recruitment strategies must be undertaken because inevitably some will be less effective than expected. Recruitment is more easily conducted when project staff has an ongoing, visible presence at the workplace. Finally, supervisory staff should be brought "on board" the project from the beginning because their support can be critical to recruitment efforts.

D. Objective 4: Design, Develop, and Implement the Instructional Program.

1. Activities

a. Testing and Assessment

The intake and assessment process involved: assessing workers' skills and training needs; placing and/or referring applicants appropriately; designing and developing curriculum and instructional methodology; and evaluating the project's progress and outcomes. This process included the following:

- An initial one-on-one session at which applicants filled out an intake form and were interviewed to determine their education and work history, career and work goals, workplace literacy needs and difficulties, and how the program could best serve them. Workers were also informed of the project's purpose and objectives, scheduled for a follow-up testing and assessment session, and asked to bring available job descriptions and workplace/job-specific materials with them on their return visit.

- A second session, also conducted on a one-on-one basis, at which workers were given preliminary reading, writing, and math tests (see **Appendix E** for list of tests administered). The above mentioned tests were administered for placement purposes only. Additional training-specific testing was conducted by the teacher during the first week of

class.

Additionally, project staff discussed with the worker any printed materials they had brought with them. Other steps included in the testing and assessment process are discussed under section II.B.1. and II.D.1.c., pages 4 and 12-34.

b. Curriculum Design and Development

Every effort was made to design and develop a competency-based, functional context curriculum. However, there were some workplace and individual needs that were better met by using a more traditional adult basic education training approach, or a combination of the two approaches. There were times when so-called standardized tests, rather than criterion-referenced tests, were called for and when generic rather than workplace materials were used for instruction.

For example, on one occasion a department head requested that four workers be given pre-GED skills training so that they could be referred to a GED training program in the community, pass their GED test, and eventually be considered for promotion. This need was best met with a class in which the traditional adult education approach was predominant. Participants learned pre-GED reading, writing, and math skills, used pre-GED books, and were pre- and post-tested with commercial pre-GED tests. However, this did not preclude applying the skills learned to workplace literacy tasks, incorporating workplace materials, and conducting criterion-referenced testing.

In most of the intermediate-level writing and math classes, some basic, sequential literacy skills needed to be learned before they could be applied to workplace situations. For many participants, writing better memos or reports required first learning or reviewing some basic grammar and spelling rules; solving word problems meant first learning or reviewing some basic reading, thinking, and computation skills.

At the same time, there were situations in which the curriculum developed was strictly competency/functional context-based. These included reporting-writing for security officers, ESL for cafeteria workers, and math tutoring for workers aspiring to be nursing students.

In other words, at least in the context in which this project operated, the distinction between basic skills training and workplace skills training was not as clear-cut as some workplace literacy training "blueprints for success" would suggest.

c. Training

Based on employer- and employee-identified workplace literacy needs, the project provided a variety of reading, writing, and math training, individual and group literacy assessments, and information and referral. The breakdown is as follows:

Activity	Number Served
Training	103*
Writing: 66	
Reading/writing: 12	
ESL: 8	
Math: 8	
Tutoring, reading/writing: 17	
Tutoring, math: 6	
Career Development Assistance	
Assessment Only: 89	
Assessment and Referral: 13	
Information and Referral: 54	156**
Total Served	**259**

* This number represents 82.5 percent of the 125 workers the project proposed to serve through direct training, and is the total number of *unduplicated* participants. The duplicated count is 117.
** This number exceeds the proposal goal of 150 workers served through career development services.

Additional Statistics

Training hours: 2,277
Average hours/participant: 22
Time-share hours: 1,209 (53%)
Time-share/participants: 100%/46; 50%/55; No share/16
Attendance rate: 86%
Retention rate: 79%

A discussion of each training activity is presented below.

i. Writing Skills Training: Report-Writing Inservice for Security Officers

Participants: Forty security officers.

Needs assessment: The inservice had been requested by the Security Office for all officers, in order to: improve the department's report-writing process; improve officers' report-writing skills; increase the department's productivity by decreasing the amount of supervisors' time lost on

proofreading and editing, and officers' time lost on revising and rewriting reports; and produce reports that were more reliable in court cases, insurance claims, and grievance procedures.

Specific problems presented by the supervisors, and documented in a review of unedited reports, included spelling, grammar errors, poor sentence structure and time-order presentation, missing information, confusion over fact versus opinion, and overwriting or underwriting.

Forty pre-test draft reports written at the beginning of the training session revealed the following:

Problem	Number of Reports	Total Errors
Spelling errors	35	68
Subject/verb agreement	27	42
Verb tense	29	45
Sentence Structure (meaning not clear)	18	29
Missing information	33	n/a

Course Description: A four-hour report-writing skills practice inservice was designed with an emphasis on note-taking, using the five W's and H (who, what, where, when, why, how), proofreading and editing, language awareness, and style. After the inservice attendees received a report-writing primer on mechanics and usage skills, developed specifically for their use in writing security reports.

Methodology: Teaching strategies included simulation, role-playing, teacher presentation, group discussion, and individual report-writing exercises. The instruction was offered to small groups of eight to ten officers.

Performance Objective: Based on a simulated oral reporting of an assault/robbery incident, write an incident report that contains at least 24 of 34 possible W's and H, presented clearly, accurately, in time-order sequence, and without opinion.

Learning Activities:

— Observe simulated officer/victim interview.
— Take notes from interview.
— Write a draft report.
— Discuss interviewing, note-taking, and report-writing processes, language awareness, and

common report-writing problems.
— Proof, edit, and rewrite draft report.

Materials:
— Workplace "Offense Report" forms.
— "5 W's and an H" worksheets; developed by staff.
— "Security Report Writing" primer, developed by staff (see **Appendix A**).

Outcomes: forty out of a total of 48 hospital security officers attended the inservice training. Based on criteria set forth by the performance objective and department supervisors, 15 of the final reports submitted were assessed as excellent, 13 as good, eight as acceptable, and four as unacceptable. Two of the officers who were unable to write acceptable reports requested and received referral to community-based tutoring programs.

During the week following training, five security officers reported to project staff that for the first time ever their reports were accepted as written and submitted. The assistant director of the Security Department reported to project staff that there was "a remarkable difference in the way reports were being written and that many more reports were being accepted as written."

Several officers and supervisors reported that the "Security Report Writing" primer, produced by project staff, was being used by officers on a regular basis.

ii. Writing Skills Training: Report-Writing Inservice Training for Division Support Managers

Participants: Six division support managers who supervise clerks and orderlies.

Needs Assessment: Discussion with the division support managers' supervisor revealed that some reports submitted were unacceptable. As a result she had to take valuable time editing reports. Also, the managers as a group had requested a writing skills inservice.

A review of reports revealed common report-writing problems. A pre-test was conducted which included generic multiple-choice mechanics and grammar items, combining sentences, and a job-specific, report-writing assignment\. Test results showed problems in mechanics, usage, sentence structure, job-specific spellings, organization, and style.

Course Description: A series of four, four-hour inservices were designed to cover a basic writing skills review, prewriting, the writing process, and report-writing.

Methodology: Strategies included teacher presentation, group discussion, in-class and on-the-job writing assignments, and peer review.

Performance Objective: From a choice of five topics, write a two-page report that displays an understanding of the report-writing process, uses effective cause-effect and/or comparison-contrast relationships, and is errorless in mechanics, usage, and sentence structure. Participants may take two hours to complete the report, with use of the dictionary permitted.

Learning Activities:

— Basic skills review exercises.
— Prewriting (brainstorming, clustering, free writing), composing, revising, editing, and proofing of reprimands and evaluations.
— Report-writing about a job-specific problems and recommended solutions; done individually or in groups as a six-week assignment.

Materials:

— Workplace reprimand, evaluation, and report forms.
— *The Least You Should Know About English: Basic Writing Skills* by Teresa Ferster Glazier (Holt, Rinehart, & Winston, 1985).
— *Writing With Precision* by Jefferson Bates (Acropolis Books, 1985).
— Generic exercises from various developmental writing books.

Outcomes: Attendance and retention were 100 percent. Compared to an initial error rate ranging from four to 15 errors per report on the pre-test, the results on the post-test were impressive: two reports, error free; two reports, one error; one report, three errors; one report, five errors. All but one of the reports met other performance objective criteria, per instructor and peer review.

The group agreed to continue monitoring each others' reports at their monthly inservice, with attention to the skills learned and practiced in class.

iii. Writing Skills Training: Writing Skills II Class

Participants: Clerical workers (3) and trade skill workers (2), for a total of five participants.

Needs Assessment: Intake testing revealed intermediate-level writing skills. This assessment confirmed the needs expressed by participants during intake: the two clerical workers needed writing skills training to improve job performance and the two service employees needed to improve their writing skills for qualification tests and promotion.

Interviews with supervisors and the job task analyses/literacy audits conducted by the project coordinator also verified the training needs stated by workers during intake.

Course Description: Writing Skills II was a 20-week class with two-hour sessions. Topics included: a mechanics and usage refresher; writing better sentences and paragraphs; job-related spelling and vocabulary; and composing for employment/job-specific tasks.

Methodology: Strategies included teacher presentation, task simulation, group discussion, peer review, and individual in-class and home assignments.

Performance Objectives: To spell 100 general "spelling demons" and to spell and use an additional 50 key workplace vocabulary words and abbreviations at 100 percent accuracy; to pass a generic intermediate-level writing skills test at 85 percent accuracy; to write a business letter and memo in correct form and style, and to fill out a tuition assistance form without error.

Learning Activities:
— Write a "5 W's" report on the hospital's Concierge Service.
— Write memos in block and modified block form.
— Simulate applying for tuition assistance.
— Write business letters, attending to content and form.
— Write shift reports.
— Report on weekly Public Affairs' events.

Materials:
— Tuition assistance application and supporting documents.
— Public Affairs' notices posted near elevators.
— Employment/job-related forms and applications.
— Intermediate-level dictionary.
— Various off-the-shelf "world of work" materials.
— Various generic spelling and developmental writing books.

Outcomes: The attendance rate averaged 85 percent. One student dropped out of class after the fifth week, due to personal problems. Two students tested out above a 90 percent mastery level; one student at an 80 percent level, and one at less than 75 percent mastery. At the completion of the program, the two service employees requested and were referred to community-based tutoring programs.

iv. Writing Skills Training: Troubleshooting Your Writing and Spelling Skills

Participants: Service employees (5), sterile processing technicians (7), operating room technicians (2), and clerical staff (1), for a total of 15 participants.

Needs Assessment: Reasons given by participants for needing writing skills training included:

— Supervisors' desire for workers to improve their general writing and note-taking skills (7).
— Prepare for entry into a pre-GED class (4).
— Improve job performance (2).
— Basic spelling (1).
— Job retention (1).

A combination of general and job-related testing results placed these workers at a beginning to intermediate writing skills level.

On the spelling assessment: seven of the 15 workers were unable to write a simple, comprehensible job description; fourteen were unable to score above 50 percent on a 20-word employment-related word list; and 11 made at least five spelling errors on their intake sheet.

Course Description: Based on test results and worker- and supervisor-stated needs, and to accommodate scheduling problems, a multi-level, mixed-need class was developed. The 12-week "Troubleshooting Your Writing and Spelling Skills" class emphasized job-related spelling and vocabulary and basic/general writing skills (mechanics, usage, and simple sentence structure). Two-hour morning and afternoon sections of the class were offered.

Methodology: Teacher presentations, team teaching, peer teaching, group and individualized exercises, and extensive homework assignments.

Performance Objectives: To spell a minimum of 25 employment-related and 25 job-specific words with 100 percent accuracy; to demonstrate with 75 percent accuracy an understanding of basic syllabication, mechanics and usage, and sentence structure; and to write a simple job description

with complete sentences and no spelling errors.

Learning Activities:

— Identifying, spelling, and using key employment, job task, and worksite vocabulary words.
— Writing and combining simple descriptive sentences.
— Identifying, organizing, and applying job-related information.
— Writing simple job descriptions, directions, and instructions.
— Filling out forms and applications.

Materials:

— Table of contents from hospital's telephone directory.
— Hospital and departmental written job descriptions.
— Tuition assistance and job transfer applications.
— Various worker-identified workplace materials.
— *Writing for the World of Work* (Educational Design, Inc.).
— *Communication Skills That Work* (Contemporary Books).
— Various off-the-shelf writing skills manuals and workbooks.

Outcomes:

Thirteen of 15 participants were retained at an 80 percent attendance rate. In post-testing, 80 percent met the spelling objective with 100 percent accuracy, 62 percent met the demonstration objective with 75 percent accuracy, and 54 percent met the job description writing objective with 100 percent accuracy.

After training, three of the seven sterile processing technicians were assigned by their department's training supervisor to projects requiring writing. One of the three became a group facilitator, requiring the writing of meeting agendas and notes. This employee conducted an inservice training for the first time. The training supervisor, and the worker, attribute this improved job performance to "better writing skills and more self-esteem."

Four participants continued training in a pre-GED class. The one participant who gave "keeping my job" as the reason for training, did not complete training.

v. Reading/Writing Skills Training: ABE-level Class

Participants: Service workers (8), shop/skilled workers (2), technical staff (1), and clerical workers (1), for a total of 12 participants.

Needs Assessment: At intake, participants said they needed to improve their general reading/writing skills in order to:

— Prepare for entry into a community GED program (5).
— Improve general job performance (2).
— Prepare for entry into a hospital-based training program (2).
— Prepare for entry into a certification training program (3).

An audit of the curricula and materials from five of the training programs to which these workers aspired, revealed the gap between their general reading abilities and the reading demands of the training programs. Supervisors confirmed that for nine of the participants, without improved general reading comprehension skills they would not be eligible for any further training opportunities or advancement.

Two or more of the following reading and writing tests were administered to members of this group: the Nelson Reading Test, vocabulary section; the Slosson Vocabulary Test; commercial pre-GED practice tests; project-developed, employment-related vocabulary and comprehension tests; and a writing sample.

Five participants tested below the equivalent of a 6th grade level (Group Level I/Literacy), and seven tested out at a 7th-9th equivalent level (Group Level II/pre-GED) on generic tests. Nine participants scored below 50 percent on employment-related tests. Five of the workers had a high school diploma but were reading at a pre-GED level.

Course Description: An adult basic education/pre-GED level class was created with an emphasis on learning and developing critical reading and writing skills and strategies and applying those skills across a variety of personal, career, workplace, and job-specific literacy situations and tasks. Participants were divided into two levels, with each level meeting two hours per week, over a 36-week period.

Methodology: Teacher presentations, group discussion, group projects, employment/career development task simulations, extensive in-class, and homework assignments.

Performance Objectives: Five participants to advance from Level I to Level II after 12 weeks of training, and to score 50 percent on a pre-GED practice test after an additional 24 weeks of training; five Level II participants to score 75 percent on a pre-GED practice test; and two Level II

participants to score 90 percent on a pre-GED practice test. All participants to perform employment specific reading and writing tasks at an 85 percent accuracy level.

Learning Activities:

— Learning and applying five critical comprehension skills.
— Completing two reading comprehension skills workbooks.
— Interpreting simple charts, graphs, and maps.
— Practicing critical thinking exercises.
— Learning and practicing seven writing skills.
— Writing telephone messages, memos, letters of request, resumes, and cover letters.
— Filling out transfer/promotion, and tuition assistance forms.
— Reading employee evaluation reports, benefits information, invoices and work orders.
— Free writing, proofing, revising, editing.

Materials:

— Hospital, employment, career development, and job-specific materials.
— OSHA and hospital safety regulations.
— Hospital and medical vocabulary lists.
— Pre-GED series (Steck-Vaughn).
— *Jobs 2000*, Books 1&2 (Educational Design, Inc.).
— *Communication Skills That Work*, Books 1-3 (Contemporary Books).
— *Write Stuff* 5-book series (Contemporary Books).

Outcomes: Nine of the 12 participants were retained, with an 85 percent attendance rate. Of the three who dropped out, one had scheduling problems, one was unable to keep up with the class, and one didn't make the effort.

Two of the five Level I participants moved to Level II and scored 60 percent on the pre-GED practice test. Four of the initial seven participants in Level II scored 75 percent on a pre-GED practice test; two scored above 80 percent; and two above 90 percent.

Five participants performed at 85 percent accuracy on criterion-referenced workplace reading and writing tasks, three at 70 percent, and 1 at 60 percent.

Two participants were referred to GED programs and one began a pre-GED class in the community. One participant placed his name on a certification class waiting list, one participant is

going through career development counseling and another participant transferred to another hospital at higher pay.

vi. ESL Training

Participants: Cafeteria (6) and housekeeping (2) staff, for a total of 8 participants; all are Hispanic.

Needs Assessment: Supervisors reported that workers had difficulty following directions, conversing with supervisors and co-workers, and reading a limited number of job-specific materials; workers concurred.

A project-developed, job-related conversation and listening skills assessment determined that six workers were at a beginning ESL level and two were at the intermediate level. The two intermediate level workers were able to interpret for the other six workers but they were not always immediately available and at times, not even working the same shift.

An audit of job tasks, conversation and listening situations, and print materials revealed specific needs that ESL training could meet.

Course Description: A job-specific ESL class was developed focusing on formal and informal conversation with supervisors, co-workers, and customers; speaking cafeteria and hospital language; and stating/writing personal information. Two 12-week sessions were offered, with two hour classes each week.

Methodology: Strategies included teacher presentations, peer teaching, and role-playing.

Performance Objective: To follow and give five supervisor and five customer directions; to ask and respond to ten co-worker questions; to name up to 50 menu and condiment items; to make and receive two on-the-job telephone calls; and to state ten personal identification facts, with 85 percent accuracy.

Learning Activities:

— Intensive in-class functional conversation.
— Conversation tours of various hospital locations.
— Simulations requiring following and giving directions.
— Reading and discussing hospital and cafeteria print materials.
— Traditional ESL word/conversation games.

— Individual writing exercises.

Materials:

— Cafeteria menus and buffet/condiment items.
— Hospital maps and cafeteria floor plans.
— Fire safety rules and emergency codes.
— Bulletin board, payroll, and union notices.
— Hospital telephone directory.
— Performance ratings.
— The "Food" section from *The Washington Post.*
— *English on the Job,* Books 1-3 (Steck-Vaughn).
— *Passwords to English Grammar,* Books 1-3 (Steck-Vaughn).

Outcomes: Five out of eight participants completed the course with 75 percent attendance. Of the three who were not retained, two had scheduling problems and one was out on extended leave of absence from her job.

Of the five who were retained, all scored 85 percent or higher on a teacher- and peer-developed conversation test.

All participants reported that they felt more at ease around supervisors and were making more effort to converse with their English-speaking co-workers. Three of the beginning-level speakers reported that they were now less dependent on their two intermediate-level speaking co-workers.

vii. Basic Math Training

Participants: Service employees (5).

Needs Assessment:: All participants were planning career development moves that required entry level math tests and/or basic math on the job. All also reported at least one job situation in which they had to depend on a co-worker for computation.

On a basic math intake test, all participants scored below 35 percent. Formal interviews and job audits were not conducted because all five workers preferred that their supervisors not know they were attending a basic math class.

Course Description: A 12-week session of two hour classes in basic math covered the four basic computations and the basics of decimal, percent, and fraction computations.

Methodology: Strategies included teacher presentation, peer tutoring, classroom practice, weekly skill checkups, and extensive homework assignments.

Performance Objectives: To perform the four basic computations with whole numbers and decimals, to add and subtract simple fractions, to find percent of a number, and to identify and compute the solution to generic word problems, with 85 percent accuracy.

Learning Activities:

— Boardwork.
— Drills.
— Independent and collaborative problem-solving.

Materials:

— Various generic basic and pre-GED math workbooks.
— Workplace literacy math books.
— Teacher-prepared handout.

Outcomes: Four out of five completed the course with 90 percent or better attendance. All were able to score above 70 percent on checkups before moving to the next skill level. Two scored above 70 percent on a retake of the initial intake test and one scored 62 percent. One participant was not available for final testing.

Two of the participants who had previously dropped out of a community-based GED math class stated that they now felt ready to return to the program, and one has already registered.

viii. "Shop Math" Training

Participants: Three shop workers.

Needs Assessment: The workers required a certification or license before they could move from laborer to skilled worker status within their department, and required math for entry into a licensing class.

A review of licensing study materials and sample tests showed math computations and word

problems ranging from basic math through algebra. Also, an audit revealed job-specific math tasks such as reading gauges, computing measurements, and understanding ratio and proportion. All three scored below 50 percent on a basic math intake test.

Course Description: The "Shop Math" class included review of basic math; a refresher in decimals, fractions, and percents; and an introduction to basic algebra concepts and simple equations. Twenty weeks of two-hour sessions were provided.

Methodology: Peer teaching and demonstrations, teacher presentation, classroom skills practice, weekly skill checkups, and extensive homework assignments.

Performance Objectives: To perform whole number operations at 90 percent accuracy; to compute decimals, fractions, and percents at 80 percent accuracy; and to demonstrate an understanding of basic algebra concepts and computations by teaching the solution of the problem to instructor and peers.

Learning Activities:
— Boardwork.
— Drills.
— Independent and collaborative problem-solving.
— Weekly skill checkups.

Materials:
— Generic pre-GED and GED books.
— Teacher-prepared materials.

Outcomes: Two out of three participants completed the course with a better than 90 percent attendance rate. Both of those participants met the performance objectives criteria.

ix. Math Tutoring

Six participants were provided individualized tutoring in math.

A.A. is a practical nurse who needed to pass a math exam for entry into an associates degree program in nursing. She passed the exam with a 92 percent, was accepted into the nursing training program, and began classes part-time in September. She remains a hospital worker (26 hours).

J.W. is a service worker who came to the project for reading and math work. She passed a phlebotomy test and was promoted. She also passed a math entry exam for an associates degree program in nursing and began classes part-time in September. She remains a hospital worker (26 hours).

C.W. is an orderly who wishes to pass his GED. He received math tutoring which enabled him to pass the entry-level math test for an intensive 30-hour a week GED program at a local university. He expects to pass the GED exam in the spring of 1993 and enter the associates program in nursing in the fall. He remains full-time at the hospital (14 hours of math tutoring and 25 hours of home assignments).

D.P. is a Diploma nurse studying to complete her B.S. in nursing. She requested math tutoring to assist her in passing an algebra test in lieu of course work. Her test outcome is unknown (20 hours).

A.A. had the same need as D.P. above but did not follow through (20 hours).

R.S. needed to satisfy a math prerequisite for a community college technician training program. She received tutoring in algebra and made moderate gain. Due to personal problems she decided not to apply for the college program (30 hours).

x. Other Tutoring

Seventeen workers were provided with individualized tutoring on a variety of materials.

M.G. received assistance in reading some job-related materials provided by supervisor, and was referred to and completed the ESL class (20 hours).

J.J. received general, basic reading and writing for job improvement (30 hours).

X.X. received assistance in reading and understanding materials from a workplace-assigned Narcotics Anonymous program (10 hours).

C.G., who had a two-year degree in her field but was unable to pass an accreditation exam, received tutoring in critical reading and test-taking skills. The outcome of test taken 10/24/92 unknown at this time (20 hours).

C.F., a total nonreader, needed to read about 50 job words, read the names of 15 co-workers, and fill out a scheduling board in order to make a job change. Little gain was made for a number of reasons (25 hours).

R.B., a clerk, was promoted into a position which required writing meeting agendas, staff meeting minutes, and staff notices. She needed to brush up on note-taking, proofreading, and subject-verb agreement. She improved her skills quickly and significantly (10 hours).

T.S. and *V.W.* need to pass the GED in order to be promoted. They are unable to attend a GED program because of their changing work schedules. Both tested out as good readers but poor in math and test-taking skills. They received tutoring in these areas, passed the official GED practice test, and are scheduled to take the test. Outcomes are unknown at this time (50 hours of training).

T.P. was given refresher tutoring in general spelling (12 hours).

C.J. received writing and speaking skills practice around "the verb to be," as she stated (10 hours tutoring and about 15 hours home assignment).

A.A. and *M.G.* received reading and writing assistance with job-related tasks as needed (18 hours).

Five workers who signed up for tutoring but did not commit more than five hours; their progress was insignificant.

xi. Career Development

One of the product objectives was to increase the career development skills of approximately 150 workers through a series of career development workshops. As initially planned, this activity was to have been conducted by a hospital-based trainer who was going to be assigned to the project half time. However, the career development workshops did not come about for the following reasons:

- The trainer who was to be assigned to the project, and who conceived of the idea during the project's proposal writing stage, resigned from the hospital shortly after the project began. With her went the perceived need, and the enthusiasm, for the career development workshops.

- It became clear to project staff that some key department heads, administrators, and supervisors were not going to be supportive of this training effort and might even oppose it. Their expressed concern was that the training could unfairly encourage workers to seek out career development opportunities that were simply in very limited supply within the hospital.

- Through interviews and class discussions with workers, project staff learned that the career development information that most workers wanted and needed could be provided just as easily and effectively in a "how to" manual.

Therefore, a resource manual was produced based on follow-up interviews and class discussions with trainees, results from career-oriented writing assessments and activities conducted in the classroom, and a project-gathered collection of career development materials. The 40-page manual/workbook, *Take That Leap*, includes practical career development information and advice, worksheets, and resources (see Table of Contents in **Appendix B**).

With assistance from several workers, project staff targeted distribution of 250 copies of the manual to:

Project trainees	85
Service Employees	90
Paraprofessionals	25
Nursing Education Coordinator	25
Library Workplace Materials Collection	10
Other	15

The manual was received enthusiastically by workers, clinical education coordinators, and even a few supervisors. Within a few weeks, nine workers reported that they had submitted requests for transfer to other departments; five workers had applied for tuition assistance for the first time; and several workers had used the "careers in health" reference guide in the manual to request information from training programs in the community.

Much of the manual would not be applicable to another workplace. However, some of the career development exercises and vocabulary lists in the manual which might be useful in an intermediate reading and writing class have been included in this report (see **Appendix C**).

xii. Library Collection

The director of the hospital's Library and Media Services Department welcomed the project with open arms, gave project staff access to the department's resources, and was one of the project's more vocal supporters. She had been an active participant in the Mayor's Pre-White House Conference on Libraries and Information Services, was very familiar with adult literacy issues before the project arrived, and had long wanted to make the library more accessible and reader-friendly to all workers in the hospital.

This fit well with the project's desire to leave behind a collection of workplace materials that would be housed in a central location, be accessible to all workers, and receive ongoing care. As it turns out, the 64-book Workplace Education Collection" was in place before the project ended and was shelved in a space easily seen by workers as they enter the library.

Based on suggestions from instructors and trainees and requests from workers who were unable to attend classes, the collection includes:

— Generic workplace literacy materials.
— Generic reading, writing, and math books.
— GED and pre-GED books and practice tests.
— Specific information on 23 health careers training programs at seven area colleges, and college catalogs.
— *Take That Leap!*, a project-developed career development manual.
— Generic information on the GRE.
— *Directory of ABE/GED Tutoring and Training Programs in the Washington Metropolitan Area*, including "Literacy Hotline" information (D.C. Literacy Task Force of the D.C. Public Library).
— *The Student Guide to Financial Aid*, 1992-93 (USDOE).

For a complete listing of materials in the library, see **Appendix D.**

xiii. Assessment Only: Central Service Technician "SPD" Screening Program

Purpose: The Nursing Systems (education) Department asked the workplace literacy project to develop and administer a reading comprehension screening exam for the hospital's "Central Service Technician Training Program," a 12-week, 40-hour course that prepares trainees to pass a certification test to work in the Sterile Processing Department (SPD). The test and curriculum were developed by the Center for Professional and Correspondence Studies, Purdue University. Trainees who pass the test are granted CEU's from Purdue.

Given this particular workplace need, and the project director's experience in developing similar tests for other workplaces, this seemed an appropriate task for the project to undertake. The objective was to develop and administer a pre-training test that would meet the same legal criteria used for testing the basic skills levels of job applicants (as set forth by the United States Supreme Court in the cases of *Griggs v. Duke Power Company* [1971] and *Albemarle Paper Company v. Moody* [1975]).

Need: Training program staff wished to institute a screening exam because in previous years, even though a high school diploma was an entrance requirement, too many applicants ended up not having the reading comprehension skills needed to successfully complete the course and pass the certification test. During the previous year:

- One participant was unable to keep up with the class, found to be reading at a very basic level, and had to drop out.

- Four participants were unable to pass the final course exam on the second try, and therefore were not eligible to take the certification test.

- Four participants were unable to pass the certification test on the second and final try.

- Fifteen participants out of a class of 28 required tutoring on an almost-weekly basis as well as additional tutoring in test-taking skills. Even with this extra effort on the part of the participants, and extra work "beyond the call of duty" on the part of the instructor, eight out of the 15 (one-third of the class) were unable to pass the certification test.

With 46 applicants this year for only 25 class slots, a selecting-out screening process was needed. Furthermore, staff was concerned about allowing workers to register for a tuition-based ($575) training program without first determining whether participants had a relatively good chance of succeeding in the course.

Test Construction: To ensure that the test was training-related, reading passages used in the test were taken from course-related materials. These included:

— A description of an SPD technician's duties, from the hospital's "Careers in Health" guide.
— A course description, from Purdue University's course brochure.
— An introductory paragraph from the course's second reading assignment, giving the two "primary purposes for the existence of central service," from the course training manual.

— A section of index from the course text.

Test questions were designed to measure the following basic skills:

— Reading and recalling factual information.
— Comparing and contrasting details.
— Sequencing.
— Reading/understanding vocabulary in context.
— Understanding the main idea.
— Using an index.

For both the reading passages and the test questions, no prior knowledge of SPD was required.

Validation: Nine WHC employees were asked to take the test. All nine were participants in the project's intermediate level reading classes (reading between a 7th to 9th grade equivalency level), and none were applicants for the SPD training program. Test scores were as follows:

Points	**Number of Participants**
24	1
23	1
22	2
21	1
20	1
19	1
16	1
14	1
12	1

Average score = 19.3 out of a possible 27

Testing Process: SPD Training Program applicants were informed in the recruitment materials that acceptance into the program depended in part upon being "able to demonstrate reading comprehension and writing skills as determined by a screening exam."

Applicants were given an option of a morning or evening testing appointment. They were given an hour to complete the reading test, which was considered a generous amount of time since it took the intermediate-level readers in the validation process less than 45 minutes to complete the test.

Testing Results: Forty-six applicants took the screening test. The median score was 20, with a mean score of 21.2.

Out of 46 applicants: 27 scored 21 points and above; ten scored 19-20 points; seven scored between 12 and 18 points; and two scored below 12 points (9 points and 7 points).

Selection: Based on the overall results of the test, acceptance was based on the following scores:

21-27 points: accept (27)
19-20 points: place on hold (10)
18 and below: reject (9)

Applicants who had a score of 19 and above but were not accepted, were encouraged to apply when the course is offered again. Rejected applicants were given the telephone number of the workplace education project and advised that they could receive counseling, information, and referral to community programs that provide developmental reading classes. Five workers took advantage of this.

Outcomes: The project director assisted the course instructor in developing strategies for presenting course materials, and compiled a set of materials on test-taking and study skills for course participants. The course instructor continued to be available for after-class tutoring sessions but throughout the entire course, only three students required tutoring, and only sporadically.

No students dropped out. All of the 25 students passed the course exam on the first try and were eligible to take the certification test. Those test results are unknown at this time.

A thorough report on the testing project was submitted to the Employee Relations Department for future reference. The hospital was given ownership of the test and left with a testing model that can be used as a guide in designing future job-related tests.

xiv. Assessment Only: Sterile Processing Department Writing Skills Test

The instructor responsible for the certification course referred to above is also the training supervisor for the technicians in the Sterile Processing Department. In that capacity, she requested project staff to conduct a "Troubleshooting Your Writing Skills" inservice for interested employees, which was basically a writing skills assessment session.

Two-hour morning and evening sessions were offered during which time project staff discussed

the workplace literacy project and invited workers to submit a writing sample for evaluation. A total of 32 technicians (more than half of the technicians) attended the inservice and 26 chose to submit a writing sample, a 1-2 page job description.

Based on evaluation of the writing sample, 13 workers were scheduled for additional testing and of the 13, ten signed up for writing skills classes.

xv. General Intake Assessment

A total of 11 workers went through the intake interview/assessment process but did not return for placement.

xvi. Assessment and Referral

Thirteen workers were found to be reading, writing, and computing well beyond the intermediate level and in need of assistance that the project was unable to provide. Ten of the 13 workers were referred to community programs as follows:

— Community college health careers training programs (3).
— Community GED programs (2).
— University-level test-taking skills course (1).
— University-level learning disabilities testing program (1).
— GED testing center (2).
— Employment services career development center (1).

xvii. Information and Referral

One of the many advantages in having at least one full-time staff member, a project office, and a telephone with voice mail located on-site was that the workers had the opportunity to call or visit the project at their convenience. This made the project more accessible to shift workers and allowed staff to be in daily contact with program participants, which may have contributed to the high attendance and retention rates.

A total of 54 workers requested information and/or referral; 17 were face-to-face and 37 were by telephone. Of the total number, at least 28 were evening and night workers who called the project from home during the day. Calls were either handled on the spot or a follow-up call was scheduled to allow sufficient time for interviewing and problem-solving.

The project coordinator, who has several years' experience in working with a variety of education programs in the community, was responsible for processing information and referral requests.

The project also had on hand a rich collection of information and referral materials.

Information and referrals were provided to the 54 participants as follows:

- Three workers were concerned about the problems their children were having in school and were referred to the appropriate office in the public school system.

- Seventeen workers called the project for training that was already being offered by the hospital's training department. However, the workers did not know this and did not even know where the training department was located. They were advised and referred.

- Five workers needed beginning ESL classes and were referred to public school adult basic education programs; three are known to have registered and begun classes.

- Ten workers needed career development information and counseling. They were sent a copy of the project-developed career development manual and referred to the hospital's volunteer career counseling committee.

- Twelve workers called for information on community-based literacy and GED programs; eight of these callers were definite about not wanting to attend class in the workplace.

- Seven workers called for information about community colleges and/or developmental studies programs.

xviii. Participant Survey

An informal post-training, participant-reaction survey was conducted to find out how well the program served participants across a number of program factors. The survey was not conducted so much to meet any particular project evaluation criteria as it was to satisfy the personal and professional curiosity of project staff.

It was intended that the design, number, content, and wording of the survey questions and responses be participant-friendly and sensitive to participants' reading and language skills. The survey was developed by the project director with input from seven participants.

The survey was administered to the 27 workers who were self-referred for reading, writing, ESL, and/or math training. The courses they took break down as follows:

Reading only	1	Writing only	5
Math only	5	Reading/Writing/Math	7
Reading/Writing	6	Writing/Math	1
Reading/Math	1	ESL only	1

The survey indicated that participants were overwhelmingly satisfied with the project's offerings. The majority felt that they had made improvement in their skills, were more confident, and believed that their improved skills would help them in job-related ways. None felt that they had made no gains. For survey questions and tabulated results, see **Appendix H**.

d. Staff Selection and Training

The day-to-day project operations were conducted by a staff of three located on site. The full-time project director's time was divided about 50/50 between management and instruction. The full-time project coordinator's time was divided about 50/50 between coordination activities and instruction. The half-time instructor was solely committed to teaching. Backup support was provided by a half-time administrative assistant, a part-time education specialist, and a part-time clerk, based off site at the education partner's offices.

The education partner provided four veteran staff to the project, and the project coordinator and half-time instructor were newly-hired. The workplace partner's training director was involved in the selection of the project coordinator, and the project director selected the instructor.

The project director was the education partner's former executive director, and the education partner's education director served as the project's education specialist. Both have extensive experience in workplace literacy. The project coordinator came to the project with a Master's Degree in Education, experience in program management, and extensive training and teaching in the area of adult basic education. The instructor came with a Bachelor's Degree in Nursing and a Master's Degree in Human Resources Development. Initially, a pre-selected member of the workplace's training department was to commit half-time to the project. However, two months into the project she resigned from the hospital. Beyond that, there were no changes in key personnel.

Given the credentials and experience of project staff there was not a major need for formal, systematic staff development and training. However, weekly staff meetings were held to discuss management and training issues; the project director provided one-on-one training and support to instructors and monitored instructional activities on a daily basis; and the project coordinator had a

close working relationship with the education specialist.

On a regular basis, staff also used and were be guided by the American Society for Training and Development's *Workplace Basics Training Manual*, and Jorie Philippi's *Literacy At Work*, among other state-of-the-art materials provided to staff by the project director. Additionally, the project coordinator made regular visits to the D.C. Public Library's Adult Basic Education Office resource center, and the instructor made use of the hospital's on-line services as a resource for additional state-of-the-art materials.

E. Program Objective 5: Evaluate and Monitor the Program

1. Activities

Within 30 days of the project's start-up date, an external evaluator was hired and an evaluation plan was in place. The project director, who came to the project with several years' experience in program evaluation, was responsible for monitoring internal evaluation activities. Project staff and selected workplace staff were given a copy of the evaluation plan and were involved in the evaluation process when and where appropriate.

Evaluation sources developed and maintained included:

— Management files.
— Participant files.
— Needs assessment records.
— Intake interviews and placement test results.
— Supervisor and worker interviews.
— Literacy audits.
— Instructor folders and reports on attendance, instructional activities, pre- and post-testing results, and instructor observations of simulation and role-playing activities.
— Student interviews and survey.
— Monthly progress reports.
— Portfolios of promotional, workplace, job-specific, and project-developed materials.
— Telephone log.

Evaluation was an ongoing process and data collected was not merely stored for the external evaluator and final evaluation report. Rather, it was used to assess project performance on a monthly basis, assess training programs to identify strengths and weaknesses, review priorities and services, produce progress reports, and allocate resources, among other uses.

F. Objective 6: Dissemination

Over the life of the project, the following activities were conducted to share its progress and findings:

- The project director was a presentor and resource person at a Workplace Literacy Skills conference which was sponsored by the Maryland Hospital Education Institute and designed to "help hospitals meet their literacy needs." Attending the conference were 30 human resource and nursing training professionals, representing 15 Maryland hospitals.

- Post-conference telephone discussions and mailings provided additional assistance to seven of the hospitals.

- The project director made a presentation to a group of human resource development trainers and nurse coordinators at Georgetown University Hospital.

- Project staff provided consultations on workplace literacy to visitors from two area hospitals and the D.C. Department of Employment Services.

- The project coordinator provided project information to several literacy-provider groups through the D.C. Adult Literacy Network.

- The project director distributed information at the 1991 AAACE Conference in Montreal.

- Information calls were fielded from five other National Workplace Literacy Projects.

These dissemination activities will be conducted to continue the sharing of findings:

- The final performance and evaluation reports will be sent to the USDOE and ERIC clearinghouses, and to the 6 curriculum coordination centers of the National Network for Curriculum Coordination in Vocational and Technical Education.

- The final performance and evaluation reports will be delivered to the workplace partner.

- The education partner will continue to fill requests for information on the project.

• The project director will continue to disseminate information on the project through his future presentations and writings.

G. Other Recommendations

Recommendation 1. The education partner should conduct a pre-proposal "partner audit" to find out whether the prospective worksite is conducive to a workplace literacy training partnership. If the prospective workplace is not willing and able to address particular issues up front in formulating a project that could bring tens of thousands of training dollars into the organization, then the applicant should continue "partner shopping." Recommended questions for a workplace audit include:

• Does the prospective workplace partner have a tangible commitment to basic skills training? For example, does it have an orientation program for new workers that introduces them to the workplace, their role, and specific procedures to follow? Is any kind of ongoing, recurrent or advancement training provided to lower-tier workers? Does the workplace have policies on such issues as leave-time and tuition reimbursement that would encourage workers to pursue job-related education? If there is no relevant leave -time policy, is the workplace willing to establish one for participants in this program? If the workplace currently has no tangible commitment to basic skills training, the education partner must question whether there will be sufficient institutional support for such a project. Without a vigorous commitment from the workplace partner, chances are that the project's success will be limited and the training program will not continue past the grant period.

• What evidence is there that the workplace will continue to provide workplace literacy training when the project is over? What are the possibilities for institutionalizing the project once the education partner exits? At a minimum, the workplace should be able to suggest some possible scenarios for institutionalizing the project if it proves worthwhile.

• What role does the union currently play in training plans and decisions? How would the union relate to this project? If the union currently is not promoting, advocating for, or providing basic skills training, it may not be interested in or supportive of a workplace literacy project.

• Does the workplace have a sense of the skill level of its workers? Does it know what basic skills training is needed? Has it conducted research to find out where the "skills gaps" are and what productivity gains could be made by training? Does it have a means to measure productivity so that the effect of literacy training can be measured? A workplace that is not knowledgeable about the skill levels and gaps in its workers either does not have a need for the project or is lacking in sensitivity to this issue. And if it does not have any means to gauge productivity, then the project's effects cannot be measured.

• What if any efforts did the workplace make to initiate this project? What level of management has been available to discuss the prospective partnership? If the prospective workplace partner is merely responding to advances from the education partner, it may not have the interest or commitment necessary to make the project a success. And if the education partner cannot meet with top workplace management to discuss a prospective project of this size, it cannot expect top- level interest once the grant has been committed.

• Who will be the decision makers for this project? What level of management will be available for project staff to consult with when the project is underway? Will staff have direct access to these persons? What is the breadth of top-level support for the project? The project will need the active involvement of the power players in the corporation. Commitment from the training department alone is not sufficient.

• Where will this project be situated in the organizational hierarchy? Are there any positive or negative implications of that placement? The project should avoid placement within a department that is regarded within the workplace as ineffectual or irrelevant, that has limited political power, or that has adversarial relations with other departments. An independent setting may be more effective.

• What channels of communication will the project have to promote and recruit (company newsletters, bulletin boards, staff meetings, etc.)? By finding out in advance how the workplace communicates to its workers, a project can better plan how to budget time and resources for promotion and recruitment.

• What career advancement tracks are available for lower-tier workers within the workplace? What incentives does the workplace provide to supervisors to encourage their staff to undertake training? If there are no advancement opportunities for bottom-tier workers, such workers will have limited incentive for training. Likewise, supervisors may

not be supportive of training that can only boost their staff out of the organization.

• What is the worker morale? Does the workplace have a history of fostering worker growth and advancement? The project will not have a significant impact if workers feel exploited, ignored, and unappreciated or who feel their improved skills will not be appreciated. Workers who have never received any support from their employers will be suspicious of any project that purports to benefit them.

• Does the workplace have any hidden agendas behind its interest in workplace literacy? Is it seeking to document workers' skill levels to justify demotions, lay-offs, and firings? Will workers lose their jobs if they don't improve their skills? Does it look at this project as a "bone thrown to the dog"? There are less than honorable reasons why a worksite might be interested in a literacy training program. If the prospective workplace is not candid about its objectives, it will be difficult to have a comfortable partnership.

• What commitments is the workplace partner willing to make in advance and in writing, in terms of space, resources, access to workers, commitment of key personnel, etc.? Such commitments should be as specific and firm as possible prior to submission of the proposal. A project that cannot get firm commitments in the negotiating stage may find it difficult to get what it needs from its workplace partner in a timely fashion once the project is underway.

Recommendation 2. As much as possible, the project should be worker driven" rather than "proposal driven." That is, staff should innovate where necessary to meet the literacy-related needs of workers and fulfill the spirit of the proposal. We are not suggesting that grantees ignore their proposal and the regulations under which they are operating, but rather that when reality diverges from the vision, they should seek alternative means of meeting the original goals. For example, if staff is prevented from making a formal audit of a particular worker category, they should not abandon the idea of providing functional context training, particularly if there are informal ways to collect information and materials. As another example, if it becomes apparent through formative evaluations that the original project goals are not appropriate or realistic, staff should be willing to amend their performance objectives.

Recommendation 3. A workplace literacy training project should not limit itself to formal training only. Workplace literacy can be enhanced when workers receive appropriate assessment, referral, skills counseling, short-term tutoring, or specific skills inservices. Workplace literacy

also can be enhanced by specially-developed reference materials such as job-related spelling lists or report-writing primers. In some instances, workplace literacy can be enhanced simply by clarifying the policies and procedures that workers are expected to follow. And, workplace literacy can be enhanced when workplace print materials are made clear and simple to read.

Recommendation 4. Workplace literacy projects should be permitted to budget for and conduct institution-wide staff development activities that define workplace basic skills training, explain its benefits, describe the project and its goals, and promote management's commitment to the project. It is difficult to provide workplace literacy training in an institution where "illiteracy" is stigmatized and everyone is afraid to bring up the subject or reveal their reading abilities. Project staff will not be able to intelligently discuss the literacy demands of a job with supervisors who have never given it a thought or who assume their workers are careless or lazy. Workers will have difficulty obtaining release time from supervisors who assume that they are simply trying to get out of work. Project staff will not be able to define what skills improvement is needed for workers to file "good" reports when the supervisor cannot articulate exactly what the format and content of such reports should be. Staff development activities are often necessary because without sensitivity, awareness, and a positive response from workers' superiors, the project will have many obstacles to success.

Recommendation 5. USDOE should encourage community-based literacy organizations to be partners in future workplace literacy grants. We believe that a successful project must take a "community approach," with staff becoming intimately familiar with the community, its politics, players, realities, obstacles, and incentives. This is how community-based programs traditionally operate. Community-based programs also are generally expert at leveraging the maximum out of available capital and resources. Finally, community-based programs are well-positioned to provide workplace literacy training to the small businesses that USDOE seeks to reach in future grant cycles.

SUMMATIVE EVALUATION

PLAN, INC.

NATIONAL WORKPLACE LITERACY PROJECT
USDOE GRANT #V198A10064

MARCH 1, 1991 — DECEMBER 31, 1992

PREPARED BY: JOHN ELDRIDGE, EXTERNAL CONSULTANT

March 6, 1993

Evaluation Report

National Workplace Literacy Program
PLAN, Inc./Washington Hospital Center

Introduction

Plan, Inc. and the Washington Hospital Center (WHC) joined together to conduct a workplace literacy program under a grant to PLAN from the U.S. Department of Education, Grant #V198A10064. The program was carried out over a 21-month period beginning 3/1/91 and ending 12/31/92.

This summative evaluation has been prepared by an outside, independent consultant.

Purposes of the National Workplace Literacy Program

The evaluation takes note of the purposes of the National Workplace Literacy Program, to:

1. Provide adult literacy and other basic skills and activities.

2. Provide adult secondary education services that may lead to the completion of a high school diploma or its equivalent.

3. Meet the literacy needs of adults with limited English proficiency.

4. Upgrade or update basic skills of adult workers in accordance with changes in workplace requirements, technology, products, or processes.

5. Improve the competencies of adult workers in speaking, listening, reasoning, and problem-solving.

6. Provide educational counseling, transportation, and child care services for adult workers.

All activities under this grant were conducted under the authority of and consistent with these program purposes.

Two Primary Questions

The two primary questions for evaluation suggested by Thomas G. Sticht (Applied Behavioral and Cognitive Sciences, Inc., 2062 Valley View Blvd., El Cajon, CA 92019) in his April 20, 1991 paper, "Evaluating National Workplace Literacy Programs," are:

1. Did the Project improve workplace literacy abilities?

2. Did the improved literacy abilities lead to improved productivity?

As will be evident from evaluative comments covering each section, there is evidence in the records of the PLAN/WHC Project that the answer to both of these questions is "Yes." If the evaluation finds evidence of learning (pretest compared with post-test), the evaluation will record an improvement of workplace literacy. If, beyond that learning, Project evidence shows participants undertaking new tasks, going on to further learning, or demonstrating improved job skills, the evaluation will record these as improved productivity.

This evaluation report will search for answers to the two primary questions cited above. In addition, the following question is always relevant in the evaluation of a Grant:

3. To what extent did the grantees, in executing the project, fulfill the objectives stated in the proposal and approved by the Workplace Literacy Program of the U.S. Department of Education?

Five Process Objectives

Five process objectives were identified in the original proposal. Using these as the evaluation focus, this report will provide the evidence to reach conclusions concerning grantee performance and the literacy and productivity goals.

OBJECTIVE 1: IDENTIFY WHICH JOBS AND WORKERS ARE TO BE INCLUDED IN THE PROJECT

Proposal Expectations

The anticipated target audience was 300 to 400 employees from three departments and selected non-professional job categories throughout the hospital:

- Environmental Services employees
- Linen Services employees
- Dietary Services employees
- A projected service employee pool (SEP) for new employees
- Possibly nursing and operational orderlies

In addition, WHC planned to implement a career development center to ensure ongoing literacy and technical training and assist employees in their career development within WHC.

Criterion-reference tests were to be used for all testing and assessment. The Project expected to use these tests for pretest, ongoing performance testing, and post-testing. A record-keeping system was required to provide accurate and timely information for Project management and evaluation.

WHC was expected to create a service employee pool (SEP) to provide opportunities for new employees to find the best places for themselves in the three service departments. In addition, WHC expected to create a career development center to assist employees in working out their own best means for advancement.

Start-Up Activities

Ad Hoc Organizing Committee. An Ad Hoc organizing committee made basic changes in the Project from the beginning. The contemplated project structure that would have included a WHC half-time coordinator and a formal advisory committee was never consummated. Instead, at the request of WHC, PLAN staff carried out the Project with continuing advice and assistance from an informal network of targeted Staff.

Based on urgent recommendations by WHC senior management, no formal advisory committee was created. This meant that during Project development, PLAN staff inevitably found themselves working with and being advised by WHC personnel who were the most helpful and sympathetic to Project goals. This type of uncoordinated WHC guidance meant that Project staff could not always be sure that the major Project policies were in complete accord with overall hospital requirements. Project staff made every effort to ensure that Project activities were consistent with WHC policies, procedures, and goals.

Service Employee Pool. In addition, the planned service employee workers' pool was never launched which made it more difficult to target newly employed workers. Career Development Center. The CDC was never organized because the WHC staff person most supportive of it left the hospital shortly after the project began; in addition, key staff were concerned that a career center would unfairly encourage workers to seek job opportunities that were in very limited supply within the hospital.

See the Project Report for details.

Change in Objective. Because of these organizational changes and revised WHC management conceptions, the Ad Hoc organizing committee that included both PLAN and WHC representatives decided not to target specific departments. This first objective was changed in substance to become:

To *recruit* workers who *want* to be included in the project.

The targeted numbers were not changed during these start-up activities.

These changes upgraded the importance of Project recruitment. Instead of being able to rely on participant referrals from targeted departments, Project staff were forced to develop a specific marketing plan to find recruits, through advertising, scheduling meetings to explain the Project in all reaches of the WHC personnel system and organization, meeting one-on-one with potential recruits, and working out a system that carried the news everywhere throughout WHC.

Project staff established a system of Activity Logs and set up a record-keeping system to ensure that data would be available for Project decision-making and evaluation.

Meeting this first objective, therefore, devolved upon solutions to the tasks and problems under Objective 2 which required a job task analysis and literacy audit with additional recruitment activities.

Summative Evaluation Conclusions

Success or failure for Objective 1 was contingent upon success in Objectives 2 and 3.

OBJECTIVE 2: ANALYZE JOBS AND TASKS TO DETERMINE WHERE THE NEED IS AND WHAT THE TRAINING CONTENT SHOULD BE

Project Proposal Expectations

The proposal envisaged two major activities: (1) a job and task analysis and (2) a literacy audit.

Project Activity

Results from the job task analysis were disappointing. The written job descriptions revealed nothing about literacy requirements. Furthermore, because many potential recruits elected not to have their supervisors interviewed, the Project's ability to learn about the actual job performance requirements usually had to rely on the descriptions of the employees themselves. When job performances could be ascertained from supervisory employees, their perceptions of literacy requirements often differed substantially from that of the employees.

The literacy audit was conducted using interviews with potential recruits, interviews with their supervisors when allowed, and direct observation. The DACUM procedure was not undertaken, although something approaching this process was built into the instructional methodology. During class, the facilitators used group interview techniques as a part of the learning activities to determine what tasks were being performed and the literacy requirements in those tasks. These class endeavors seldom produced literacy reports, but directly worked with the problems instead.

Formal Job Descriptions. The review of written job descriptions yielded very little of value to the literacy audit. The writers of job descriptions did not have this requirement as a part of their original task, and, therefore, they did not describe literacy standards.

Job-Related Materials. Collection of job-related materials became an ongoing task that lasted throughout much of the project. Depending on the training involved, Project staff made an initial collection of employment- and job-related materials, and as the course developed, new materials were introduced as the needs of the course developed and the participants and their supervisors recognized the relevance of these materials to training.

Readability. These materials were subjected to readability analysis whenever appropriate, although many documents (forms, check lists, etc.) could not be checked for readability. It soon became evident that literacy problems with the materials were due more to the structure and writing of the materials rather than simple readability. In producing and implementing the courses, Project staff were forced to rewrite the materials for instructional purposes as a part of the course materials.

Interview Workers and Supervisors. Every potential recruit was interviewed and preliminary literacy capabilities and problems were recorded. Because of the need for

recruitment and out of a concern for worker sensibilities, Project staff had to agree not to consult with the recruits' supervisors if they wished. For this reason, about one-half of the supervisors were not consulted about trainee literacy needs.

Observe Workers. Because of worker attitudes and the distribution of recruits, Project staff concluded that, with some exceptions, direct worker observations would not contribute to the literacy assessment.

DACUM Procedure. For similar reasons, the formal DACUM procedure was not utilized. However, because of the teaching strategy employed which depended upon heavy student involvement, many early class sessions in particular became DACUM brainstorming in particular subjects.

Classroom Discussion. Although not a formal part of the standard literacy audit, the most effective method the Project used to determine program content was through classroom discussion. Thus, once the major courses and their topics became clear through the research described below, the learning strategies employed enabled Project teachers to adjust to the exact workplace needs of the participants. In this way, this aim of the National Workplace Literacy Program was accomplished.

Summative Evaluation Conclusions

Operational factors at the Washington Hospital Center made a conventional literacy audit impossible to accomplish. Nevertheless, Project staff were able to identify the literacy requirements of the WHC and its employees by other means.

OBJECTIVE 3: PROMOTE THE TRAINING PROGRAM AND RECRUIT TRAINEES

Proposal Expectations

PLAN's experience had previously shown the importance of identifying and working closely with specific organizational units within a target company or organization.

Promotional Activities

Established WHC channels of communication assisted Project staff in promoting the Project. In addition to the usual announcements and meetings with supervisors and department heads, WHC announced a policy of a 50/50 time share with individual employees, a critical incentive that employees could see fairly reflected the reality of the Project: both WHC and the employees contributed time and both benefitted.

For details of the promotional effort actually performed, see the Project Report.

Note that the need for promotional activities was enhanced when WHC withdrew from, first, its commitment to provide a co-leader and, second, the specific departmental involvement. The Project could no longer count on referrals from these departments.

Recruitment Activities

Promotion and recruitment was forced to proceed hand-in-hand, each reinforcing the other.

These are some of the recruitment activities implemented by the Project staff:

- Colorful recruitment fliers written in Spanish and English were distributed.
- Project information was published as a part of a training calendar booklet advertising courses with the Project primary recruitment flier printed on the back.
- The Project Coordinator made seven presentations to 175 workers in five departments and to 73 supervisors and floor managers in four other departments.
- The Project Director and Project Coordinator made monthly networking visits to key departments.
- Project participants recruited co-workers into the Project on their own initiative.

Evaluation Indicators

On the application, potential participants were asked how they found out about the program. The results were:

• Fliers and promotional materials	—	55%
• Co-workers	—	20%
• Recruitment presentations	—	18%
• Supervisors	—	7%

Based on 55 self-presenters

This conclusion is reached in the Project Report:

> . . . distribution of the recruitment flier was [not] the project's first-choice recruitment strategy. With limited opportunities to make presentations directly to workers, and with almost no referrals coming in from supervisors, recruiting through fliers and other print material ended up being the most effective promotional medium.

Such an outcome is undoubtedly an idiosyncrasy of this Project.

Promotional and Recruitment Outcomes

In the end, participants recruited included the following:

- A total of 259 workers
- 34 different job categories were represented
- 11 different departments were represented

Summative Evaluation Conclusions

These outcomes are not surprising given the initial handicaps that befell the Project at the start. The withdrawal of direct recruitment and referral support by the three targeted departments and the loss of promised inside participation by a WHC co-leader were serious decrements to the proposed program. Given these problems, the comparative success of the

recruitment effort is acceptable. The large numbers responding to the recruitment suggests the depth of the need.

OBJECTIVE 4: DESIGN, DEVELOP, AND IMPLEMENT THE INSTRUCTIONAL PROGRAM

Proposal Expectations

Four major activities were envisioned to accomplish this objective:

1. Testing and assessment
2. Design and develop the curriculum
3. Develop and implement program activities
4. Select and train instructional staff

Project Activities

Courses were primarily designed by the Project Director and the Project Coordinator. Teaching was performed by these two and a part-time instructor.

Eight major courses were designed and developed for the literacy curriculum. Tutorials were implemented in support of those students who needed special help. All ten of these educational activities were targeted to students in instructional programs which meet the criteria for the National Workplace Literacy Program. All were focused upon either workplace literacy requirements or were specifically designed for the participants to make progress on their jobs.

The Project Report indicates the following participation statistics:

Activity

Training

Writing	66
Reading/writing	12
ESL	8
Math	8
Tutoring, reading/writing	17
Tutoring, math	6
Total receiving educational services	103

This is the total number of unduplicated participants.
It represents 82.5 percent of the anticipated 125 participants.

Career Development Assistance

Assessment only	89
Assessment and referral	13
Information and referral	54

Total receiving career development assistance 156

This number exceeds the anticipated 150 participants by 4 percent.

For details, see the Project Report.

It is not possible to get an accurate picture of Project achievements on the basis of overall statistics. These can only be evaluated course by course and activity by activity; this is done below, following the order of presentation in the Project Report.

i. Report-Writing Skills for Security Officers

For one example of successful training that seems especially noteworthy, consider the special Project course on report-writing for security officers.

Forty of the 48 security officers took the four-hour course. Prior to training, analysis of 40 draft reports showed errors in spelling, subject/verb agreement, verb tense, sentence structure, and missing information. There also were errors in logic and confusion about fact and opinion. The performance goal was to write a security incident report clearly, accurately, in time-order sequence, and without opinion.

A special feature of the training program was the Project staff-prepared primer on report-writing. Supervisors reported after training that this primer was being used by the officers on a regular basis.

After training, the results were:

15 reports were assessed as excellent
13 as good
8 as acceptable
4 as unacceptable

Two of the officers who were unable to write acceptable reports asked for referral to community-based tutoring programs.

During the week following their training, five security officers reported that, for the first time, they had reports accepted as written. The assistant director of the Security Department reported that there was "a remarkable difference in the way reports were being written and that many reports were being accepted as written."

Summative Evaluation Conclusion

In the distinction that Thomas Sticht has made, the evaluative conclusion that can be reached is:

The after training accomplishments, as impressive as they are with their evidence of real learning, are only evidence of "improved workplace literacy."

However, the reports from the workplace during the following week are evidence of "productivity improvement."

Because over 80 percent of the active security officers took the course and, in addition, a primer on how to write reports was available to everyone long after training was complete, there can be no question but that this training program had a real productivity impact on the WHC Security Office.

One reason why productivity improvement indicators are often not found in projects is due to the fact that project managers do not follow up their training to find out what has happened on the job. In this project, Project staff took the trouble to find out that the former students were, in fact, making use of their new learning.

Other Learning Programs

Nine other learning projects were undertaken. This report will not attempt to describe each of them. The Project Report provides details. Instead, the focus here will be on the results. What evidence is to be found of real literacy improvement as a result of the Project? What evidence of workplace productivity? In addition, this report will also note where productivity potential remains unrealized at the time the project came to an end. It is suggested here that Project staff will only know about some of the more obvious effects of the Project. It can be assumed that much went on and is still going on that vitally affects WHC and all of its employees.

ii. Report-Writing Training for Division Support Managers.

Six participants who supervise clerks and orderlies are unable to write effective reports. All six took a series of four, four-hour classes on writing. Attendance was 100 percent through all four sessions.

Summative Evaluation Conclusion

Outcomes were:

A pretest report-writing showed four to 15 errors per report. The training outcomes were:

- **Two reports — error free**
- **Two reports — one error each**
- **One report — three errors**
- **One report — five errors**

This would seem to clear evidence of improved workplace literacy.

Although the group agreed to continue to monitor one another's reports, no follow-up evidence was presented to demonstrate improved productivity.

iii. Writing Skills II Class

Three clerical workers and two trade skill workers needed additional English-language

proficiency to perform their jobs and to seek promotion. The class devised provided 20 two-hour sessions covering basic English with composing for job-specific tasks. Attendance averaged 85 percent. One student dropped out for personal reasons.

Summative Evaluation Conclusions

Outcomes were:

- **Two students tested out above 90 percent mastery**
- **One student tested out at 80 percent mastery**
- **One student tested out at less than 75 percent mastery**

In the case of the above four students, the Project can claim improved workplace literacy skills.

Two students requested referrals to community-based tutoring programs. The evidence is too skimpy to lay claim to enhanced productivity. However, it is not unlikely that a follow-up investigation would show action that could substantiate productivity improvement by the Sticht criteria.

iv. Writing Skills Training: Troubleshooting Your Writing and Spelling Skills

Participant were 15 service employees with technical and clerical jobs.

Needs assessment revealed the following:

- In seven cases, supervisors believed that these workers need greater skills.
- Seven needed training for work on the GED.
- Two students needed to improve job performance.
- One student needed training for basic spelling.
- One student needed training for job retention.

Thirteen of 15 students were retained in the program with an 80 percent attendance record.

Summative Evaluation Conclusion

In post-testing:

- **80 percent met the spelling objective with 100 percent mastery.**
- **62 percent met the demonstration objective at 75 percent mastery.**
- **54 percent met the job description writing objective with 100 percent accuracy.**

These results show clear achievement of improved workplace literacy skills.

After training, Project records reveal:

- **Three students were assigned by their supervisor to projects requiring writing.**
- **One of the above three became a training facilitator.**
- **Four participants continued training in a GED class.**

The three students who were assigned advanced job tasks and the one student who became a training coordinator clearly meet the criteria that demonstrate improved workplace productivity.

v. Reading/Writing Skills Training

Twelve participants including clerical, service workers, technical staff, and shop workers proved to need improved general reading/writing skills for these reasons:

- Prepare for entry into GED program — 5
- Improve job performance — 2
- Prepare for entry into hospital training program — 2
- Prepare for entry into certification training — 3

Supervisors confirmed that nine of the participants could not expect advancement without greater language skills.

Training program provided for two-hour sessions for 36 weeks. The group was divided intc two levels based on their intake capabilities.

Summative Evaluation Conclusion

Outcomes were:

- **Nine of 12 completed the program.**
- **Two at Level 1 progressed to Level 2 and scored 60 percent on the GED practice test.**
- **Four of seven in the initial Level 2 group scored 75 percent on the GED practice test.**
- **Two scored above 80 percent.**
- **Two scored above 90 percent.**
- **Five performed at 85 percent accuracy on criterion-referenced workplace reading and writing tasks, three at 70 percent, and one at 60 percent.**

By the proposed criteria, all of the above outcomes are to be considered evidence of improved workplace literacy skills.

Evidence for productivity improvement in this group is thin. Follow-up might well reveal further evidence.

vi. ESL Training

Eight participants from the cafeteria and housekeeping staff were Hispanics all of whom had difficulty following directions, conversing with supervisors or co-workers, and reading limited job-specific materials. The workers concurred with this assessment.

Testing showed that six were at the beginning ESL level and two at the intermediate level.

A job-specific ESL class was provided. Two twelve-week sessions were offered, two hours

each week.

Summative Evaluation Conclusions

Outcomes were:

- **Five completed the course.**
- **All scored 85 percent or higher on a teacher and peer-developed conversation test.**

These outcomes meet the suggested criteria for improved workplace literacy skills.

During the course, all participants reported that they felt more at ease among their supervisors and co-workers. They reported making efforts to make English conversation. Three reported that they were less dependent on more advanced speakers. Although this evidence of productivity improvement is thin, a true follow-up with these workers would almost certainly show at least some improvements in productivity.

vii. Basic Math Training

Five service employees were planning career moves that would require basic math on the job. All scored below 35 percent on the basic math intake test.

A 12-week course meeting two hours weekly covered basic computations plus decimal, percent and fractional calculations.

Summative Evaluation Conclusion

Outcomes were:

Four out of five completed the course with more than 90 percent attendance. Two scored above 70 percent on a retake of the intake test and one scored 62 percent. One was not available for final testing. These results show improved workplace literacy skills.

There is no evidence of improved productivity.

viii. "Shop Math" Training

Three shop workers required math to move from laborer to skilled worker status with license. All three scored below 50 percent on the basic math intake test.

A 20-week course was designed that included basic math and computation, fractions, and an introduction to algebra. The performance objective required whole number operations at 90 percent; fractions at 80 percent; and an understanding of basic algebra.

Summative Evaluation Conclusions

Outcomes were:

Two of the three participants completed the course and met the performance objectives criteria. This outcome demonstrates improved workplace literacy skills.

There is no evidence of improved productivity.

ix. Math Tutoring

Six participants received math tutoring.

Summative Evaluation Conclusions

In three of the six cases, following tutoring there were events that fit the established criteria for increased productivity following increased learning.

AA was a hospital practical nurse. She needed to pass a math exam for entry into a nursing program. After 26 hours of tutoring, she passed the exam with a 92 percent score. She is now registered as a part-time nursing student while retaining her employment at WHC. This constitutes improved workplace literacy skills contributing to improved workplace productivity.

JW required both reading and math tutoring for promotion and to enter the nursing program. After 26 hours of tutoring, she passed the writing test and received a promotion and later passed the math exam. She is now a part-time nursing student while continuing her job at WHC. This constitutes improved workplace literacy skills contributing to improved workplace productivity.

CW is an orderly who wishes to pass the GED. He received 14 hours of math tutoring and 25 hours of home assignments and passed an entry-level test for a GED program. After he receives his GED, he will enter the nursing education program and remain an employee of the hospital. This constitutes improved workplace literacy skills and promises future improved productivity.

x. Other Tutoring

Seventeen workers were provided with individualized tutoring on a variety of hospital-furnished materials.

Summative Evaluation Conclusions

Six of these case histories provide evidence of significant workplace literacy improvement and two of them completed activities that meet the criteria for improved workplace productivity.

The two showing productivity improvement were:

MG had certain deficiencies at her job. Her supervisor designated specific requirements, and she received tutoring on these deficiencies until her supervisor was satisfied. She was then referred to and completed the ESL class. These events constitute both improved workplace literacy skills and increased workplace productivity.

RB was a clerk promoted to a position which required new reading and writing skills. Under tutoring she improved rapidly until she could perform the required tasks. Because these tasks enabled her to retain her position, these learning events result in improved workplace literacy skills and increased workplace productivity.

Four students improved their workplace literacy skills. Results from three other students are not yet known. Two were tutored to prepare for the GED test and one was tutored to prepare for an accreditation exam. All demonstrated improved workplace literacy skills.

Seven of the 17 workers showed little progress.

Additional Educational Activities

Eight additional educational activities were created in the Project to achieve the other goals associated with learning under the National Workplace Literacy Program.

xi. Career Development

Career development — perceived as secondary services for adults, Objective 2 of the National Workplace Literacy Program — was one of the recognized product objectives in the proposal. The proposal envisaged career development workshops, but the enthusiasm and support for these workshops had disappeared with the resignation of the WHC co-director. Moreover, Project staff quickly learned that some department heads and administrators were not supportive of this kind of training. They were concerned that career development might encourage workers to seek opportunities that were not available in sufficient quantities.

Project staff, instead of training, learned that the information needed could be supplied by a publication on career development. Accordingly, Project staff prepared and distributed a 40-page manual giving hospital career development information and advice. The manual was sent to:

Project trained	85
Service employees	90
Paraprofessionals	25
Nursing education coordinator	25
Library workplace materials collection	10

Summative Evaluation Conclusions

Results were positive. At the time of the Project's conclusion:

- **Nine workers had submitted requests for transfer to other departments.**
- **Five workers had submitted requests for tuition assistance for the first time.**
- **Several workers were known to have used the reference guide in the manual to request further information from training programs in the community.**

These events all satisfy the criteria for improved workplace literacy skills and productivity

skills as well.

xii. Library Literacy Collection

To provide long-range support for a continuing presence of the literacy program, the Project assisted the WHC librarian to gather a comprehensive collection of documents relevant to the needs of workplace literacy.

Summative Evaluation Conclusions

No Project evaluation implications.

xiii. Assessment Only: Central Service Technician "SPD" Screening Program

The Nursing Systems (education) Department asked the Project to prepare a reading comprehension screening test for a certification course to prepare workers to work in the Sterile Processing Department (SPD). The requirement called for a pre-training test that would satisfy the legal criteria for testing the basic skills of job applicants.

In the past, even though all students were required to have a high school diploma, experience demonstrated that a certain percentage would not be able to read well enough to complete the course. The certification course could not reach its goals to provide sufficient qualified personnel for the SPD.

The test was developed in accordance with professional standards for test development and validated with hospital workers at approximately equal reading capabilities as the target students. The pilot test was successful and then used with the target audience.

Forty-six applicants were tested with the following results:

Median score:	20
Mean score:	21.2

21-27 points:	Accept into the program	27
19-20 points:	Place on hold	10
18 or below:	Reject	9

All students completed the course. Although the Project staff were available for extra tutoring, only three students needed some help. All passed the test for the course on the first try and were eligible for the certification test. At the time the Project ended, the results from the certification test were not known.

Summative Evaluation Conclusions

These events clearly led to an increase in workplace literacy skills.

From WHC's perspective, when compared with difficulties in previous years, there was a significant increase in workplace productivity.

xiv. Assessment Only: Sterile Processing Department Writing Skills Test

The Project was asked to prepare a special writing skills assessment session for all interested employees. Two, two-hour sessions were held to discuss writing problems with 32 technicians. They were invited to submit sample writings for review. Twenty-six employees responded.

Based on the samples submitted, 13 workers were scheduled for additional testing and ten signed up for writing classes.

Because these students were a part of the literacy training effort, these activities were an essential preliminary educational service which led to the growth in literacy skills as a result of this Project.

xv. General Intake Assessment

Eleven workers went through the general intake and assessment process, but none of them signed up for courses.

Summative Evaluation Conclusions

No Project evaluation implications.

xvi. Assessment and Referral

Thirteen workers were found to be reading, writing, and computing beyond the level of the curriculum being offered under the Project. Ten of these workers were referred to community-based training. Eight of the ten followed through on the referrals.

Summative Evaluation Conclusions

There is no data yet on the outcomes of these referrals. Only a follow-up study that determined the progress of each of the students could provide the information necessary to evaluate this activity.

xvii. Information and Referral

Information and referral are necessary secondary services to any training or educational effort. The Project provided these services to 54 different employees. The Project Report recites the details. Outcomes of these activities were not systematically pursued. It is likely that much of this advice and referrals resulted in increases in individual productivity from which the WHC benefitted.

Summative Evaluation Conclusions

No Project evaluation implications.

xviii. Participant Survey

The Project Report indicates that, as a part of formative evaluation, a participant survey was conducted to attempt to determine the reactions of the students to the learning programs.

The Report indicates:

> "that participants were overwhelmingly satisfied with the project's offerings. The majority felt that they had made improvements in their skills, were more confident, and believed that their improved skills would help them in job-related ways."

This survey helped to confirm to Project Staff that their efforts were effective and on target.

Summative Evaluation Conclusions

No Project evaluation implications.

OBJECTIVE 5: EVALUATE AND MONITOR THE PROGRAM

A Project evaluation plan was prepared at the outset of the project and served as a guideline to Project staff throughout.

The Project staff were well-versed in the continuing requirement for both formative and summative evaluation. The Project Director constantly monitored the progress of the work.

Records were established which enabled Project staff to monitor the progress of students and to provide outcomes for the evaluation.

Project Summative Evaluation

There is an iron law to projects: at some point, they must come to an end. Activities must cease. That point almost always comes too soon for the summative evaluator. Because the effect of a literacy project may be delayed for significant periods of time, because human-beings ingest learning and integrate learning at different rates, and because, over time, factors related to the program diffuse into other factors, the summative evaluator is always left with questions.

- How can we sum up the amount of literacy learned, the number of literacy skills improved throughout the target population?
- What is the effect on the institution they serve?
- What improvements in individual productivity have actually occurred among each of the target audience?
- What is the productivity improvement that is felt in the operations of the institution?

- To what extent have the objectives of the National Workplace Literacy Program been served?

Follow-up studies are the only means to attempt to arrive at definitive answers to the central questions of adult literacy training. Short of that, what proximate conclusions can be reached about this Project?

The basic questions put at the outset of this report were three in number:

1. Did the Project improve workplace literacy abilities?

2. Did the improved literacy abilities lead to improved productivity?

3. To what extent did the grantees, in executing the Project, fulfill the objectives stated in the proposal and approved by the National Workplace Literacy Program of the U.S. Department of Education?

In summative evaluation, taking the first two questions together because they are interconnected, the following is a summary of the accomplishments of the Project:

What evidence is there that the Project improved workplace literacy skills ("Lit")?

What evidence is there that the Project improvement in literacy skills has led to enhanced productivity ("Prod")?

1. Lit Thirty-six of 40 security officers improved their report-writing skills (See i above).

   Prod **Five officers reported that their reports were accepted as written for the first time.**

2. Lit Six division support managers improved their report-writing skills (See ii above).

3. Lit Four of five clerks and trade skills workers improved their English-language proficiency (See iii above).

4. Lit Thirteen of 15 service employees completed a writing troubleshooting course with these results: 80 percent achieved 100 percent mastery in spelling, 62 percent achieved 75 percent mastery with writing demonstration objective, and 54 percent met job description writing objective (See iv above).

   Prod **Four participants were given new jobs using their new literacy skills and four others continued GED training.**

5. Lit Twelve participants including service, clerical and technical workers needed reading and writing skills training nine of whom supervisors indicated could not expect promotion without improvement. Outcomes were: nine

completed the 36-week program and five performed at 85 percent accuracy on a CR test on workplace material, three at 70 percent, and one at 60 percent accuracy (See v above).

6. Lit Five of eight Hispanics from the cafeteria and housekeeping staff who could not converse effectively with English-speaking employees took an ESL course with these outcomes: scored 85 percent or higher on an conversation test (See vi above).

   Prod **Although the evidence for increased productivity is thin, all participants reported after the course that they were more at ease with their fellow employees and were making greater efforts to converse in English.**

7. Lit Four of five service employees who required greater computational skills for advancement, scored below 35 percent on a math placement test and participated in a 12- week course. On the post-test, two scored above 70 percent and one scored 62 percent (See vii above).

8. Lit Two of three shop workers scored below 50 percent on a math pretest and after a 20- week course two of the three met course objectives of 90 percent in whole number operations, 80 percent in fractions, and an understanding of algebra (See viii above).

9. Lit Three of six participants all demonstrated increased numeracy skills (See ix above).

   Prod **The same three engaged in activities following the numeracy tutoring that resulted in activities meeting the criteria for increases in productivity.**

10. Lit Six of 17 workers received literacy tutoring and six demonstrated increased literacy skills (See x above).

    Prod **Two of those tutored satisfied their supervisors after tutoring and were able to retain their jobs.**

11. Lit The Career development program provided by the Project enabled 14 workers to submit requests for transfer or apply for tuition assistance for the first time. These activities clearly reveal improved literacy skills.

    Prod **Use of learning satisfies one of the criteria for enhanced productivity.**

12. Lit Assessment services were provided for 46 applicants who wished to take a certification exam. Twenty-seven were placed in the program, a clear demonstration of literacy improvement (See xiii above).

    Prod **Because this was a substantial improvement over previous WHC attempts to recruit students for this course, this must be considered an increase in WHC productivity.**

13. Lit Thirteen of 26 employees were found by testing to be deficient in writing skills for one department and they referred to Project classes, ten of whom participated (See xiv above).

To what extent did this Project fulfill the objectives of the National Workplace Literacy Program?

In summary, there is substantial evidence that the WHC-PLAN workplace literacy skills training program was successful in meeting the following objectives of the National Workplace Literacy Training Program:

1. The Project provided adult literacy and numeracy skills to WHC workers.
2. The Project provided adult secondary education services enabling a number of WHC workers to study for their GED.
3. The Project provided educational services to workers with limited English proficiencies.
4. The Project updated basic skills in accordance with the changing needs of the WHC workplace.
5. The Project educational and training programs improved the competencies of adult workers in speaking, listening, reasoning, and problem-solving.
6. The Project provided educational counseling for adult workers.

Appendix A. "Security Report Writing"

Security Report Writing

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This booklet was developed for the security officers at WHC by the Workplace Education Project with funding from the National Workplace Literacy Program, U.S. Department of Education.

BY: Michael Barnet
Mike Fox
PLAN, Inc.
1991-1992

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Security Report Writing

The purpose of any report is to document important information in a clear and concise (to-the-point) way. One of your reporting goals is to record the details of an incident so that your reader (supervisor, fellow officer, MPD, attorney) can see and understand through your words exactly what happened.

Your report should include only the information that is needed to present an accurate account of the incident. Report writing is about facts and not about opinions. Also, don't give long-winded explanations of events, because your facts may get "lost in the sauce."

How do you decide what information is needed in your report? Use the 5 W's and an H.

Before you begin writing, make a list of the details that you ***have to*** include in your report. This will keep you focused and help prevent you from leaving out any vital information or including unnecessary details. Make the list by asking yourself the following questions: **who, what when, where, why** and **how.**

1. <u>Who</u> is this report about? Often there is more than one "who" — the complainant, the suspect, witnesses, patients, the reporting officer, other officers, etc. List all of the people involved in the incident. Was MPD contacted? MPD is a "who," too.

2. <u>What</u> happened? Was something stolen? If so, what? Was someone assaulted? What was the description of the suspect?

3. <u>When</u> did the incident occur? Include all of the important times. When did it happen? When was it reported? Did something important happen in between those times?

4. Where did the incident take place? List all of the locations. Did the incident begin in one area of the hospital and end up someplace else? Was there an escape? If so, in what direction?

5. Why did it happen? You can't always answer this one because the information isn't always there for you. However, the question may apply to certain incidents such as an argument or fight. Why were they fighting?

6. How did it happen? What events led up to the main incident? How did the incident occur? How will the incident be resolved?

Here are some more points to remember.

Timing can be everything! While you're making your list of "5 W's and an H," keep in mind the order of events as they occurred. What happened first? What happened next? When did you first get involved? When did you contact MPD? How did the incident end up? What will happen down the road? In your report, always write the order of events as they occurred from first to last.

Just the facts, Ma'am. When you are taking down the information *and* writing the report, keep facts and opinions separate. If the complainant (C-1) tells you that the suspect (S-1) was loud and obnoxious and "looked like he was ready to hurt someone," don't write that as fact. Instead, report that "**C-1 stated that** S-1 was loud and obnoxious and looked like he was going to hurt someone." As for your *own* opinions, there's just no place for them in your report. Leave them out!

Proofread! That means, read over a couple of times what you have written. Did you leave anything out? Are the spelling and grammar correct? If you're writing sentences, don't forget to put a period on the end! Is the report neat? Just because you can read your writing doesn't mean anyone else can. And don't forget about your reader! Is the report written so that your reader will understand what happened? To check, ask one of your co-workers to take a look at your report.

Make-Believe Incident at WHC

My name is Jimmy Smith. On December 3, 1992 at 2:45 pm, I was visiting my uncle who is a patient here on 4-G. I left my Uncle's room, walked towards the exit, and started down the stairway. I encountered this guy between the second and first floor. He was walking up the stairs and stopped and asked me for the time. As I glanced down at my watch, he punched me in the face, knocked me down, and snatched my backpack. He ran out the door of the stairwell and out the main entrance. He was a white guy with brown hair, about my age, medium build, wearing tan pants, a black shirt, high top basketball shoes, and a blue baseball cap. The main thing I remember about the guy is that he had extremely bad breath and he also had a crazy look in his eyes. I saw him run down the main street in front of the hospital.

Here are some W's and an H that you might put into your report.→

5 W's and an H Worksheet

WHO • complainant (C-I) • suspect (S-I) • reporting officer • MPD, if called • witnesses, if any	**WHAT** • assault and robbery • description of S-1 • contents of bag and value • what C-1 was doing at WHC • L.O.F. put out • MPD notified
WHEN • 12/3/92 • 2:45 pm • time report was taken • time MPD was called • time L.O.F. was put out	**WHERE** • WHC, 4-G • main hospital stairwell • where S-1 escaped • where C-1 was hit by punch
WHY • unknown	**HOW** • how C-I was assaulted

Security Words

abducted
absorbed
accept
acceptance
accepted
access
accessible
accident
accidental
accidentally
accomplice
accumulate
accumulation
admitting
advice
advised
affidavit
affirmative
aggravate
aggravated
alternative
although
analysis
analyzed
apologize
apparel
appeared
appearance
apprehended
approach
approached
approaching
approximately
argument
arrest
arrested
arson
ascended
ascending
assault
assaulted
assist
assistance
assisted
assortment
attacked
attacker
auxiliary
battery
beaten
beating
behavior
building
burglar
burglarized
burglary
cafeteria
camera
canvass
carrying
cashier
casualties
casualty
caucasian
ceiling
character
characteristics
chasing
chief
circumference
circumstance
circumstantial
coincide
collision
complaint
complainant
complained
complexion
conscious
consciousness
construction
convenience
convicted
conviction
cooperate
cooperated
cooperation
criminal
deceased
dependent
description
device
disappeared
drunkenness
eliminate
elimination
emergency
environment
environmental
equipment
escaped
escaping
evacuated
evacuation
evidence
except
excuse
excused
experience
experienced
explanation
explained
expressed
expression
familiar
fled
floor
forced
forcible
forcing
foreign-born
forty
fraudulent
garage
gauge
government
harassment
heard
homicide
identified
identity
illegal
immediate
immediately
impatient
indecent
indicate

indicated
individual
initial
initials
inquire
inquisitive
insurance
insured
intercept
intercepted
interfere
interrogate
intersection
interview
interviewed
interviewing
intoxication
jealous
jewelry
judgment
juvenile
khaki
knowledge
laboratory
lenient
liable
license
maintenance
manual
medical
medication
metropolitan
Michigan Avenue
money
nervous
notification
notified
notify
occasion
occupant
occur
occurrence
occurring
offense
offensive
official
painful
parallel
patience
patient
patrol
patrolling
perpetrator
persistent
personnel
possession
preceded
predicament
preferable
prejudice
preliminary
premises
prepare
prepared
preparation
prescription
presence
prevalent
procedure
prosecute
pursue
pursuit
quantity
receipt
receive
recipient
recognize
recommend
refer
relief
relieved
remember
reported
reprieve
resembled
resistance
responded
restrained
rob
robbed
robberies
robbery
sabotage
sacrifice
satisfactory
schedule
scheme
scissors
search
seize
separation
sergeant
several
shortness
similar
snatched
society
specimen
stated
statement
stop
stopped
subject
subpoena
summons
surrender
susceptible
suspect
suspicion
suspicious
technique
theft
thief
towards
traffic
transferred
treacherous
treatment
trespassing
unfounded
unit
unknown
using
valuable
vehicle
velocity
version
warrant
witness
witnessed
witnesses

Watch Out for These Tricky Words!

accept	I can't **accept** that gift.
except	Everyone is on duty this weekend **except** the captain.
breath	I'm out of **breath**!
breathe	I can't **breathe**!
course	Are you taking a **course** in firearm safety?
coarse	That sandpaper is not **coarse** enough.
forty	The complainant is **forty** years old.
fourth	The officer took S-I to the **fourth** district.
it's	(it is) **It's** either a theft or a robbery.
its	(ownership) The hospital has **its** share of thefts.
lose	What did you **lose** during the robbery?
loose	Are they on the **loose** again?
lost	The nurse **lost** her car.
loss	The victim suffered a big **loss**.
pass	Please **pass** those handcuffs to me.
past	Security reports are usually written in the **past** tense.
passed	They **passed** the loot to the driver.
personal	That question is too **personal**.
personnel	The **personnel** office called.
proceed	(go forward) MPD will **proceed** with the investigation.
precede	(comes before) Corporal **precedes** captain in ranking.
stationary	(not moving) The wheel chair is **stationary**.
stationery	The memo was written on WHC **stationery**.

there	(direction) **There** are three officers over there.
their	(possession) The officers have **their** radio with them.
they're	(they are) **They're** responding to an assault.
through	They ran **through** that door!
thought	I **thought** so.
thorough	The officer made a very **thorough** investigation.
throughout	The reporting officer searched **throughout** the hospital for S-I.
to	(in the direction of) He went **to** the cafeteria.
too	(also, in addition) The officer needs a day off, **too**! (too can also refer to amount) There are **too** few officers on duty.
two	(#2) S-1 is charged with stealing **two** automobiles.
weather	Most traffic accidents occur in bad **weather**.
whether	Do you know **whether** MPD has been contacted yet?
whole	I spent my **whole** check on a new coat.
hole	They crawled through the **hole** in the ceiling.
who's	(who is) **Who's** on duty tonight?
whose	**Whose** office was broken into last night?
your	Is **your** radio working?
you're	(you are) **You're** going to be on duty in the garage.

Spelling Rules

Most spelling rules aren't very helpful because there are so many exceptions to the rules. However, there are a few rules you can follow.

1. When adding ing, ed, or er

Double the final consonant (last letter) of the word if the word ends in only one vowel and one consonant. Remember, the vowels are a-e-i-o-u, and the consonants are all of the other letters in the alphabet.

patrol + ing = patrolling
rob + er = robber

Do not double the final consonant if the word ends with two consonants.

report + ing = reporting
assist + ed = assisted

Do not double the final consonant if the word ends with two vowels and one consonant.

read + ing = reading
proceed + ed = proceeded

2. If a word ends in a "silent e"

A "silent e" means you can't hear the **e** when you say the word. When adding **ing** to a "silent e" word, drop the **e**.

chase + ing = chasing
come + ing = coming

Keep the e if you can hear it:

be + ing = being
see + ing = seeing

Also, when you are adding other endings to a word, keep the **e** even if it is silent:

care + ful = carefully
late + ly = lately

3. Making words plural (more than one)

Just add an **s** to most words.

officer + s = officers
unit + s = units

If a word ends in **y** and there is a consonant in front of the **y**, change the **y** to **i** before adding the ending.

robbery + es = robberies
casualty + es = casualties

To words ending in **s**, **sh**, **ch**, **x**, and **z**, add **es**.

watch + es = watches
witness + es = witnesses

4. Using a and an

Use **a** before words beginning with a consonant. Use **an** before words beginning with a vowel.

a collision	an accident
a guard	an officer
a complaint	an offense

Note: "H" is tricky! Use **a** before an "h" word if you can hear the "h" sound when you say the word. Use **an** before an "h" word in which you don't hear the "h" sounded out.

a hospital	an honor
a holdup	an honest person
a holster	an hour

5. Is it ie or ei?

The rule is "**i**" before "**e**" except after "**c**" or when the word sounds like "a" as in neighbor and weigh:

field	receive
friend	deceive
neighbor	weigh

Play it safe — look it up!

Spelling Reminders

1. If you're not sure how to spell a word, look it up in the dictionary, or ask someone!

2. If you can't look it up or ask someone, try using a word that means the same thing — a word you *can* spell.

additional - more	attempted - tried
assisted - helped	observed - saw

3. If you use certain words over and over again (like cafeteria, conscious, identity, etc.), learn how to spell them. How? Memorize them by writing them down many times or spelling them out loud over and over.

4. If you are spelling words wrong because you are careless or writing too fast, slow down when you write. *Always* read over (proofread) what you have written, or ask someone to do it for you. That's the best way to find your mistakes.

5. If the word you've written looks "funny" to you, there's a good chance it's not spelled right. Check it out.

6. Many words are spelled exactly as you say and hear them. Try it! It's commonly referred to as "spelling by syllables."

re spond ed wit ness pre lim in ar y

7. If you want to work on improving your spelling, practice writing offense reports, suspect descriptions, or just a list of items that might be stolen during a theft or robbery. Then, get out your dictionary and check out your spelling. No English teacher needed for this!

8. Spend time in the hospital library studying out of the writing and spelling books. Just tell the person at the front desk that you are looking for the *Workplace Education* materials.

9. After you have written your report, put it aside for awhile. When you go back later, it will be easier to find your mistakes.

10. We made this booklet up for *you*. Use it!

Watch Those Verbs!

1. Adding ed

When you are writing an offense report, you are writing about an action that happened *in the past.* This means that the verbs (action words) that you use to describe what happened need to be written in the *past tense*. You do that by adding an **ed** to the end of the verb or action word:

C-1 stated that he was not hurt in the assault.
S-1 assaulted and robbed C-1 in the parking garage.
Security was called at 9:15 am.
The backup officer responded immediately.

Remember, you can't always just add an **ed** onto the end of some words without first making a small change in the spelling of the word. If you are not sure about your spelling skills, you may want to review **Spelling Rules** on page 10.

2. Irregular verbs

Also, with some verbs you can't just add an **ed** to turn them into past tense words. These verbs are the so-called "irregular verbs." They are called "irregular" because their spelling changes completely when they are written in the past tense.

I hold the suspect.
I held the suspect. (*not* helded!)

He steals from the supply room.
He stole from the supply room (*not* stealed!)

On the next page is a list of some irregular verbs in their present and *past* tense forms that you can refer to when you are writing your reports. Or you may just want to memorize them. Here's a hint on how to do that. Read the verb in the **Present** list and say, "Today I will...." Then go to the verb in the **Past** list and say, "Yesterday I...."

Present	Past
Today I will build.	Yesterday I built.
Today I will catch.	Yesterday I caught.

Irregular Verb List

Remember: *Do not* put an **ed** on *any* of these words to make them past tense.

Present	Past	Present	Past
become	became	hold	held
begin	began	hurt	hurt
bite	bit	keep	kept
break	broke	know	knew
bring	brought	lead	led
build	built	leave	left
buy	bought	light	lit
catch	caught	lose	lost
choose	chose	meet	met
come	came	ride	rode
cost	cost	say	said
cut	cut	see	saw
drive	drove	sit	sat
eat	ate	speak	spoke
fall	fell	stand	stood
feel	felt	steal	stole
fight	fought	swear	swore
find	found	take	took
flee	fled	tear	tore
get	got	tell	told
give	gave	think	thought
hear	heard	wear	wore
hide	hid	write	wrote

3. Watch out for that s on the verb!

How you use some verbs depends on whether the subject of the sentence is singular (just one) or plural (more than one). Here's a safe rule to follow:

Singular subject: Put an **s** on the verb.
Plural subject: *No* **s** on the verb.

One officer (or He, or She) patrol**s** the parking lot.
Two officers (or Ann and Jake, or They) patrol the parking lot.

Note: This rule applies only to verbs in the present tense.

4. Be careful with the to be and to have verbs

The tricky verbs are:

am	was	have
is	were	has
are		

If the Subject is	The Verb to use is		
I	am	was	have
he she it	is	was	has
you we they	are	were	have

5. Using there is or there are

And finally, when it comes to report writing, knowing how to use the word **there** with the correct verb is helpful. The reason **there** is tricky is that the subject comes *after* the verb.

There is only one suspect
There are two suspects.
There was only one witness.
There were two witnesses.

6. One last thing to remember!

All WHC employees are welcome to use the WHC library located on 2A-21. Just tell the person at the front desk that you are looking for the *Workplace Education* materials. Happy report writing!

5 W's and an H Worksheet

WHO	**WHAT**
WHEN	**WHERE**
WHY	**HOW**

5 W's and an H Worksheet

WHO	**WHAT**
WHEN	**WHERE**
WHY	**HOW**

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Appendix B. *Take That Leap!* Table of Contents

— What This Book Is About
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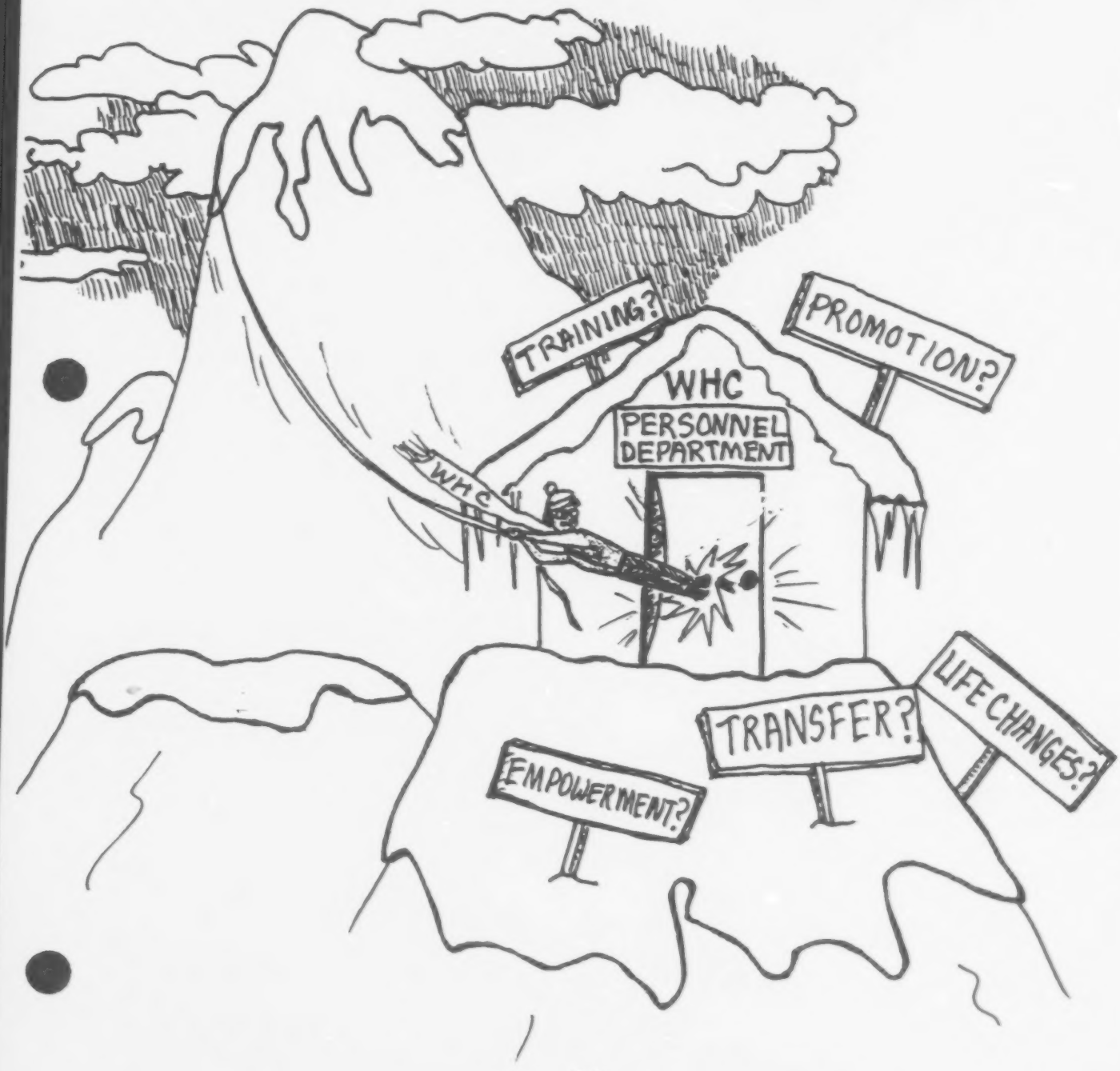
— Finding Out What Your Choices Are
— Applying for the Job
— Getting Through the Interview
— Worksheet: Work Values: What's Important to Me
— Worksheet: My Work Experience: Skills, Knowledge, and Abilities
— Worksheet: Setting My Goals: What? How? When?
— Some Questions YOU Should Be Prepared to Ask Others (about a new job)
— Sample "Job Opportunities" Flier from Personnel Office
— A Personal Information Worksheet
— A List of 50 "Words and Phrases to Describe Myself"
— A List of 80 verbs to Describe "What Can I Do"
— Samples of "How NOT To" and "How TO" Fill Out Transfer/Promotion Forms
— Some Questions an Interviewer May Ask You
— Some Questions You May Want to Ask an Interviewer
— 20 Top Jobs for the Year 2000
— Tuition Assistance Information (hospital, state, and federal sources)
— A Summary of "Careers in Health" Training Programs at the Hospital
— A Listing of Area Colleges and Health Care Training Programs

Appendix C. "Take That Leap!"
Career Development Exercises and Vocabulary Lists

TAKE THAT LEAP!



Choices...Choices Choices!

Decisions...Decisions...Decisions....

If you have not yet decided on the career or job you would like to have, you may want to check out a few things. Here's a form you can use that might help you answer important questions for your job search. Make several copies of this page. You may need them!

_____ _____

Job or Career Job Title

1. What would I be doing at work each day?_____

   _____

2. What education or training does it require?_____

   _____

3. How much does it pay?_____

4. What are the benefits?_____

   _____

5. Is the location suitable?_____

6. Am I interested in doing this kind of work?_____

7. What are the positives about this kind of work?_____

   _____

8. What are the negatives about this kind of work?_____

   _____

9. Other things I checked out._____

WORK VALUES: WHAT'S IMPORTANT TO ME?

Read each of the statements below and ask yourself, "How important is this to me?"

If you think it is Extremely Important, put a 1 on the line.
If you think it is Somewhat Important, put a 2 on the line.
If you think it is Not Important, put a 3 on the line.

___a. A job with good benefits.

___b. If I have small children, a job that I can work around their schedule. (Write N/A if not applicable).

___c. Getting satisfaction or status from the job.

___d. Using my mind.

___e. Using my hands and my mind.

___f. Doing something routine that I do not have to think about each time I do it.

___g. Being able to make my own decisions.

___h. Having job security.

___i. Helping other people.

___j. Having a job that pays a lot of money even if it is otherwise a terrible job.

___k. Making enough money to support me and my family.

___l. Having opportunities for promotion.

___m. Doing challenging work.

___n. Working for myself.

Go to Next Page

___o. Working with others.

___p. Working as part of a team.

___q. Supervising other people.

___r. A job that offers variety and allows me to be creative.

___s. Satisfying family or friends with my career choice.

___t. Working for an organization with the same values as mine.

Now, read through the statements that you put a "1" in front of, and choose the Five (5) statements that stand out in your mind as being the most important. Write these on the lines below. Remember, there are no right or wrong answers. Your values are your own.

1._____

2._____

3._____

4._____

5._____

In the next few spaces, write down any values that are important to you that were not mentioned in the above statements.

_____

_____

_____

It may help you to keep YOUR work values in mind when you are working on your career plans or looking for a new job.

My Work Experience: Skills, Knowledge, and Abilities

What I Have Done	Skills I Have Used

Setting My Goals: What? How? When?

What Are My Goals?	How Do I Get There?	When?
EXAMPLE:		
1. EMT Training	1. Get my GED	1. 6/93
	2. EMT Training Program	2. 9/93

This form must be completed and attached to any request for tuition assistance:

I. NAME_____EMPLOYEE NUMBER_____

PRESENT POSITION_____

II. Enrolled in a degree program? Yes_____ No_____

If yes: Major_____

Type of degree: A.A.____ B.S.____ M.S._____

Anticipated date of degree completion_____

III. In the space below, please state how the courses for which you request assistance are related to your current position or hospital career plans.

_____

_____

_____

_____

_____

IV. Attach to this application a description of the course from the course catalogue of the institution which offers the course.

PERSONAL INFORMATION

Fill out this form and take it with you when you go to apply for a job.

Name (no nicknames)_____

Address_____
Street City State Zip

Telephone Numbers Home_____Work_____

Education:

	Name & Location	Years attended
Elementary School		
High School		
College		

Work and Volunteer Experience--Start with most recent:

Employer's name/address	Supervisor	Tele.#	Dates: From - To

My Skills/Abilities:

My Activities/Interests:

Honors/Awards I have received:

Three References:

Name	Address	Tele.#	Occupation

Here Are Some Words You May Want To Use To Describe Yourself or Your Personality Traits

assertive
shy
sociable
problem solver
laid back
leader
creative
honest
strong (physically)
like routine
mechanically inclined
active
like to teach others
goal directed
driven
helper
"big picture person"
independent worker
vocal
content
retiring
self-reliant
nurturer
frank
persuader
good listener
artistic
orderly
analytical
unconventional
imaginative
detail oriented
follower
team player
nature lover
practical
high energy level
quiet
athletic
non-assertive
efficient
like to work with numbers
communicator
intelligent
responsible
independent
tactful
gentle

Circle five (5) of the above traits that you feel are your most important characteristics and write them here:

1. _____
2. _____
3. _____
4. _____
5. _____

What Can I Do?

Here is a list of words you can use to fill out forms, write a resume, or use during a job interview. For example:

I like to coordinate work projects.
I am organized and creative.
I would like a job where I can interact with people and inspire others.

read	coordinate	contribute	label
write	calculate	co-operate	interview
explain	encourage	manage	locate
interpret	counsel	discuss	map
apply	anticipate	draw	mark
edit	appraise	estimate	match
choose	assemble	explain	question
abstract	arrange	find	measure
plan	serve	formulate	modify
organize	set up	generate	operate
persuade	categorize	graph	order
speak	change	identify	outline
memorize	s e l l	budget	participate
perform	chart	illustrate	prepare
collect	classify	delegate	record
create	choose	improve	reorganize
initiate	recognize	increase	report
research	demonstrate	interpret	revise
analyze	design	itemize	select
decide	compile	decide	predict
solve	construct	join	monitor
promote	transfer	elicit	locate
simplify	translate	detail	tabulate
speak	use	entertain	inspire
summarize	verify	teach	repair

Appendix D. Library Collection

Work Force Literacy Skills For Jobs 2000 (Books 1 & 2). Educational Design, Inc.

Vocabulary For the World of Work: Everyday Office & Business Words; Educational Design, Inc.

The Wonders of Science: The Human Body; Steck-Vaughn Company.

Thinking Skills in the Language Arts, Book 1. Educational Design, Inc.

On the Job, Readings in real-life competencies; (Books 1, 2, 3); Cambridge Book Company.

On the Job, Activity Books 1, 2, 3; Cambridge Book Company.

Ready to Work, Winning at the Job Game; Contemporary Books

Work-Wise: Tactics for Job Success; Contemporary Books

Building Success In the Workplace; Steck-Vaughn

Team Building, An Exercise in Leadership (Revised Edition); Crisp Publications, Inc.

Math For the World of Work; Educational Design, Inc.

Math For Food Service Occupations; Educational Design, Inc.

Writing for the World of Work; Educational Design, Inc.

Working As A Nursing Assistant; Delmar Occupational Learning System.

Getting Ready To Be A Nursing Assistant; Delmar Occupational Learning System.

Nursing Assistant Teaching Resource. Delmar Occupational Learning System.

Preparing for A Job in Health Care. Delmar Occupational Learning System.

Learning About Health Care; Delmar Occupational Learning System.

English For the World of Work; Media Materials, Inc.

Intermediate Dictionary; The Thorndike-Barnhart Series.

Math for the Real World, Books 1 & 2; New Readers Press, Laubach Literary International.

Basic Skills With Math, A General Review; Cambridge Adult Education.

The Language of Medicine, (Third Edition; W. B. Saunders Co.

Reading and Critical Thinking In the Content Areas; Contemporary Books.

Critical Thinking with Math, Reasoning and Problem Solving; Contemporary Books.

GED Series; Contemporary Books.

Power English Series, Basic Language Skills for Adults; Cambridge Books.

Structures in Spelling; New Readers Press, Laubach Literary International.

Basic Essentials of Math, Books One and Two; Steck-Vaughn.

Math Skills That Work; Books One and Two; Contemporary Books.

Number Power Series; Contemporary Books.

Communication Skills That Work; Contemporary Books.

The Write Stuff; Contemporary Books.

Thinking Skills in the Language Arts, Books 1&2; Educational Design, Inc.

The Student Guide to Financial Aid, 1992-93; USDOE.

Appendix E. Assessment Tests

Depending on the skills training requested, the following placement tests were administered:

Reading Tests:

— Vocabulary reading

— 76 workplace words ranked in seven lists ranging from one- to seven-syllable words (see **Appendix F**).

— "WHC-Lingo" (25 hospital terms and abbreviations; see **Appendix G**).

— The vocabulary section of The Nelson Reading Test (Houghton Mifflin).

Silent and Oral Reading: From a "tool box" of employment-related materials, including:

— "General Fire Procedures For All Employees."

— "How to Register for T&OD Courses."

— Tuition Assistance Program materials.

— "Emergency Codes."

— The schedule for the hospital's shuttle service.

— Job-specific materials submitted by the worker.

— The science part of a pre-GED test. (This item was selected for the applicants who expressed an interest in preparing for admission into various Hospital-based, technical training programs.

Writing Tests: Writing samples related to training needs, and in some cases, generic spelling and grammar tests were administered. For example, the following job-specific writing samples were requested:

— An incident report.

— A "positi[illegible] justification" report.

— A job description.

— A meeting agenda.

— A career-goals statement.

— A request for a job transfer.

Workers registering for general workplace writing classes were asked to submit a one- to two-page "essay" of their choosing, preferably on a workplace-related topic. Additionally, the completed intake sheet was evaluated for writing and spelling skills.

Math Tests: The math test selected for most registrants was the Placement Inventory from

Breakthrough to Math (New Readers Press). This test covers a range of skills from basic math to algebra and geometry. In some cases, copies of sample math tests from technical and nursing school programs were available and administered in addition to, or in place of, the above inventory.

The above mentioned tests were administered for placement purposes only. Additional training-specific testing was conducted by the teacher during the first week of class.

Appendix F. Workplace Words/Vocabulary Assessment

Workplace Education Program

Name: _____ Date: _____

A	B
wing	room
mask	floor
west	east
bank	aid
shop	team
care	health
fire	blue
code	gloves
first	gown
nurse	crew

C	D
payroll	MedSTAR
waiting	danger
exit	caution
lobby	laundry
reports	union
needle	outpatient
clinic	admitting
sterile	visitors
training	department
shuttle	pastoral

E

medical
area
services
hospital
assistance
restricted
library
benefits
pharmacy
tuition

F

emergency
transportation
administration
security
information
environmental
decontamination
technology
materials
radiation

G

employability
cardiovascular
radiographer
rehabilitation
respiratory
anesthesia
neurosurgery
hematology
dermatology
psychiatry
biomedical
telecommunication
histotechnologist
phlebotomist
cytotechnologist
ophthalmology

Workplace Education Program

Name: _____ Date: _____

A	B	C	D
wing	room	payroll	MedSTAR
mask	floor	waiting	danger
west	east	exit	caution
bank	aid	lobby	laundry
shop	team	reports	union
care	health	needle	outpatient
fire	blue	clinic	admitting
code	gloves	sterile	visitors
first	gown	training	department
nurse	crew	shuttle	pastoral

E	F	G
medical	emergency	employability
area	transportation	cardiovascular
services	administration	radiographer
hospital	security	rehabilitation
assistance	information	respiratory
restricted	environmental	anesthesia
library	decontamination	neurosurgery
benefits	technology	hematology
pharmacy	materials	dermatology
tuition	radiation	psychiatry
		biomedical
		telecommunication
		histotechnologist
		phlebotomist
		cytotechnologist
		ophthalmology

Beginning Sounds: _____

Middle Sounds: _____

Endings: _____

Syllabication: _____

Other: _____

Appendix G. "WHC Lingo"

WHC - LINGO

Coming to work at the Washington Hospital Center (WHC) may mean learning a new language. Check to see if you are familiar with these terms and abbreviations.

DR. RED _____

POB _____

MedSTAR _____

AA _____

PDR _____

MRI _____

OR _____

Page _____

DES _____

Code Orange _____

PDNM _____

"B" Corridor _____

North Addition _____

SPD _____

ER _____

Code Yellow _____

DRG _____

PA _____

Code Blue _____

TOD _____

HRM _____

PT/OT _____

Lobby Shop _____

ICU _____

FPA _____

Appendix H. Participant Survey

1. Were the classes, and the times they were held, convenient to your work schedule?

Yes 22 Most of the time 5 No 0

2. Did your teachers give you the chance to say what you wanted to learn, or work on, in class?

Yes 26 Somewhat 1 No 0

3. Were the skills you worked on in class, the same skills you felt you needed when you signed up for the class?

Yes 22 Somewhat 5 No 0

4. Were you able to practice in class some of the reading, writing, and math tasks you have to do on your job?

Yes 23 Somewhat 4 No 0

5. How often in class did you work on reading, writing, or math materials that are related to your job?

Most of the time 17 Some of the time 10 Hardly ever 0

6. Were the skills you worked on in class the same skills you need to use on your job?

Yes 21 Somewhat 6 No 0

7. How much do you think you've improved in the following skills because of the training you received?

Reading	A lot 11	Some 6	A little 0	Not at all 0
Writing	A lot 13	Some 5	A little 2	Not at all 0
Math	A lot 12	Some 3	A little 0	Not at all 0
Speaking*	A lot 12	Some 1	A little 2	Not at all 0
Thinking*	A lot 12	Some 1	A little 1	Not at all 0

* This option was listed, and marked, even though no formal classes were conducted in speaking and thinking skills.

8. Does the training you received make you feel more confident in you work?

Yes 22 Somewhat 5 No 0

9. In which of the following ways will the training you received help you:

a. To transfer to another job:

A lot 17 Somewhat 4 A little 2 Not at all 0

b. To get a promotion:

A lot 14 Somewhat 8 A little 2 Not at all 0

c. To improve your performance on the job:

A lot 17 Somewhat 9 A little 1 Not at all 0

d. To prepare you for other training programs:

A lot 21 Somewhat 3 A little 0 Not at all 0

10. How would you rate the way in which this program served you?

Very good 22 Good 4 So-so 1 Not so good 0 Not good at all 0

Questions 11 and 12 were open-ended questions:

11. In what ways have you changed because of the training?

Comments:

I feel more confident and I evaluate problems easier.

I now speak when spoken to because I have more confidence.

I feel better about taking other training programs.

I'm more sure of myself.

Looking for more training classes that will help me to improve.

The way I talk to people, and the things I write.

I'm definitely more confident.

12. What can you do now that you couldn't do, or thought you couldn't do, before you took the training?

Comments:

Write better reports and proofread more.

I can take college math.

Can talk better about my work.

Putting my words together in speaking and writing.

Writing out my work tags by myself.

Write better business letters, use the dictionary, and know more word meanings.

Continue learning.

Pass the math test for nursing school.

I write more now and spell better .

Write reports that don't get turned back to me for corrections.

Fractions and decimals without my supervisor helping me.

I can now fill out a Request for Transfer form.